



# Pupil Premium Strategy Statement 2025-2026

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
<b>Blueberry Park Primary School</b>	
Number of pupils in school	321
Number of pupils eligible for free school meals	165
Proportion of pupil premium eligible pupils	52%
Academic year that our current pupil premium strategy plan covers	2025-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	R Lancaster (Headteacher)
Pupil Premium Lead	R Lancaster
Governor Lead	M Walwyn

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£267,509
Recovery Premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£267,509</b>



## Part A: Pupil Premium Strategy Plan

### Statement of intent

At Blueberry Park Primary School, we are committed to ensuring that every child regardless of background, need, or starting point—has the knowledge, skills, and confidence to thrive. With 52% of our pupils eligible for Free School Meals, we recognise the significant role the Pupil Premium plays in removing barriers to learning and improving life chances. Many of our children enter school with low starting points in communication, language, early literacy, and early number, and closing these gaps from the earliest stages is central to our mission.

We aim to:

- Prioritise strong, inclusive teaching
- Ensure targeted academic support to accelerate progress
- Implement wider strategies that reduce barriers to learning
- Improve Communication, Language and Literacy Development (CLLD) outcomes in EYFS
- Narrow the gap in attainment between our PP pupils and other pupils nationally in Reading, Writing & Maths
- Improve attendance and persistent absence rates
- Prioritise mental health and wellbeing in the whole school community



## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<b>Poverty</b> Liverpool 025D, which includes postcode L14 2DY, is among the most deprived areas in England, with only 3% of neighbourhoods more deprived. It experiences particularly severe deprivation in employment and education, ranking among the worst both nationally and within Liverpool. The area has higher-than-average income deprivation and crime. Unemployment and social deprivation statistics are significantly higher than in other parts of the country. FSM eligibility is higher than Liverpool average.
2	<b>Communication and language</b> Pupils enter school with lower than average speaking, listening and language skills which impacts negatively on attainment in reading, writing and phonics.
3	<b>Social, emotional and self-regulation</b> There are high levels of anxiety, dysregulation, behaviour incidents, engagement and readiness to learn.
4	<b>Attendance and punctuality</b> Persistent absence and lateness is more prevalent which reduces learning time and continuity.
5	<b>Attainment</b> Low attainment of some PP children in KS1 and KS2 requires accelerated progress/support to ensure pupils achieve the expected standards by the end of KS2.
6	<b>Early Years</b> Assessment data shows early reading, number and arithmetic gaps.
7	<b>SEND</b> Special educational needs/disabilities/mental health issues higher than national average.
8	<b>Enrichment</b> Pupils have limited access to enrichment activities outside school.



## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Early identification SEND support	<ul style="list-style-type: none"> <li>• School will identify and track vulnerable children and families</li> <li>• Barriers for school readiness will be identified and steps in place to address this</li> <li>• Work with outside agencies will support vulnerable pupils</li> <li>• Parents and families will be signposted to internal and external support</li> </ul>
Early Reading and Phonics Ensure attainment gap closes between disadvantaged and others nationally	<ul style="list-style-type: none"> <li>• At the end of Year 1, attainment of our pupils is at least in line with other pupils nationally</li> </ul>
Attainment and progress in Reading, Writing & Maths in Key Stages 1 & 2: close the gap between disadvantaged and other pupils nationally	<ul style="list-style-type: none"> <li>• At the end of both key stages, closure in attainment gap between Pupil Premium and other pupils nationally.</li> <li>• Combined attainment at the end of Key Stages 1&amp;2 is broadly in line with national average</li> </ul>
Targeted academic support	<ul style="list-style-type: none"> <li>• Structured interventions are matched to assessed needs</li> </ul>
Strengthen the curriculum	<ul style="list-style-type: none"> <li>• Curriculum reflects diversity of needs and is aligned with educational strategies and standards</li> </ul>
Mental health, emotional wellbeing and behaviour support for pupils so that more pupils achieve their end of year targets	<ul style="list-style-type: none"> <li>• Mental health support for pupils and their families ensures positive impact on standards.</li> <li>• Reduction in behaviour incidents and exclusions</li> </ul>
Improve attendance, persistent absenteeism and punctuality	<ul style="list-style-type: none"> <li>• Overall attendance at least in line with national average</li> <li>• Attendance gap between disadvantaged pupils and other pupils nationally decreases.</li> <li>• Attendance data for SEND pupils improves</li> <li>• PA for all pupils including Pupil Premium and SEND will continue to reduce.</li> </ul>
Enrichment programme embedded and parental engagement improved. To develop our school website and other platforms to support and encourage parental engagement and involvement	<ul style="list-style-type: none"> <li>• More opportunities for pupils to attend a range of after school clubs</li> <li>• Curriculum linked enrichment opportunities mapped out across the year</li> <li>• Positive feedback via parent voice regarding activities and events</li> <li>• Website usage to measure/track engagement</li> </ul>



## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example CPD, recruitment and retention)

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Quality First Teaching</b></p> <p><b>Refine teaching practices using the following schemes to ensure consistent approaches across the school:</b></p> <p>Read Write Inc</p> <p>Ready Steady Write</p> <p>Ready Steady Ready Together</p> <p>Ready Steady Spell</p> <p>Drawing Club</p> <p>Ark Maths Mastery programme</p> <p>Kapow</p> <p>Oddizzi</p>	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p>	<p>5, 6</p>



<p><b>Staff CPD:</b></p> <p>Staff to access all training including in-house and SIL training with a focus on continued improvement in QfT, including adaptive teaching methods, in all core areas of the curriculum. Training to include:</p> <p>RWI training/consultancy support Ready Steady Write training Ready Steady Write Ready Steady Read training Ready Steady Spell training English Hub consultancy support Maths Hub consultancy support Ark Maths Mastery training SIL training – curriculum development SIL EYFS training</p>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. Research shows us that high quality teaching can narrow the disadvantage gap</p> <p><a href="https://eef.dev/education-evidence/guidance-reports/effective-professional-development">https://eef.dev/education-evidence/guidance-reports/effective-professional-development</a></p>	<p>2, 5, 6, 7, 8</p>
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<p><b>Data and tracking:</b></p> <p>Use INSIGHT effectively to track progress of all pupils</p>	<p><a href="https://www.insighttracking.com/assessment/">https://www.insighttracking.com/assessment/</a></p>	<p>4, 5</p>
<p>All relevant staff (including new and support staff) receive ongoing training and coaching to deliver early reading and phonics effectively, with ongoing Read, Write Inc. training and delivery</p> <p>EYFS/KS1 teams to work with the RWI consultant and English Hub</p>	<p>Blueberry Park are enrolled on the Liverpool Reading program – Read, Write, Inc. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviihb.pdf">https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviihb.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/phonics</a></p>	<p>2, 6, 7</p>



<p>Attainment in EYFS Good acquisition of language, vocabulary and maths skills</p> <p>Additional members of staff (teacher pm/TA's support)</p> <p>Wellcomm</p> <p>MAST</p> <p>SENISS</p> <p>EP</p>	<p><a href="https://educationendowmentfoundation.org.uk/early-years/toolkit">https://educationendowmentfoundation.org.uk/early-years/toolkit</a></p>	<p>2, 3, 6, 7, 8</p>
<p>Release leaders (including Reading Leader) and in-house experts to provide support and model best practice:</p> <p>Maths Lead English Lead EYFS Lead KS1 Lead</p>	<p>Additional coaching and support for teachers to coach with new initiatives, e.g. RWI, and quality text-based approach to writing to ensure consistency in reading and writing across the school.</p>	<p>2, 3, 6, 7</p>
<p>Transition support – for all pupils and also those new to school</p>	<p>Support to enable pupils to transition into a new setting, classes with minimal emotional disruption. Following a trauma and attachment based approach.</p> <p><a href="https://www.ucl.ac.uk/pals/research/clinical-educational-and-healthpsychology/research-groups/school-transition-and-adjustment">https://www.ucl.ac.uk/pals/research/clinical-educational-and-healthpsychology/research-groups/school-transition-and-adjustment</a></p>	<p>1, 2, 3, 4, 5, 7, 8</p>



Improve the quality of social and emotional (SEL) learning.	SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5, 6, 7, 8, 9
Ensure all pupils have equal access to extra-curricular opportunities  Wide range of after school clubs  Trips and visits- curriculum enrichment	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/physical-activity</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/arts-participation</a> <a href="https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equalopportunities/effective-practice/the-education-endowment-foundation-children-suniversity/">https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equalopportunities/effective-practice/the-education-endowment-foundation-children-suniversity/</a>	1, 4, 5, 6, 7, 8
Specialist teachers employed: MGL Computing Chess	<a href="https://educationendowmentfoundation.org.uk/news/eef-blog-three-takeaways-from-the-evidence-on-improving-teacher-recruitment-and-retention">https://educationendowmentfoundation.org.uk/news/eef-blog-three-takeaways-from-the-evidence-on-improving-teacher-recruitment-and-retention</a>	5, 8



## Targeted academic support (structured interventions, 1:1 support)

Budgeted cost: £57,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Refine teaching of RWI 1:1 support Small group support	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="https://educationendowmentfoundation.org.uk/news/eef-commissionedevaluations-of-read-write-inc-phonics-and-fresh-start">https://educationendowmentfoundation.org.uk/news/eef-commissionedevaluations-of-read-write-inc-phonics-and-fresh-start</a>	2, 6, 7
Additional 'catch-up' RWInc. sessions for phonics and reading	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 6, 7
In-class intervention for identified pupils including 1:1 and small group tuition, as logged on Whole school Provision Map	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3, 6



Century AI	Targeted support for individual pupils	5
Access to Speech and Language intervention and support for identified children	<a href="https://www.gi-assessment.co.uk/case-studies/">https://www.gi-assessment.co.uk/case-studies/</a>	2, 3, 4
Year 2 and Year 6 Booster Frist Class in Number Success @ arithmetic  Class teachers/TA's released	TA intervention – EEF Additional staff/support  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-three-takeaways-from-the-evidence-on-improving-teacher-recruitment-and-retention">https://educationendowmentfoundation.org.uk/news/eef-blog-three-takeaways-from-the-evidence-on-improving-teacher-recruitment-and-retention</a>	5, 7

### Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum enrichment activities subsidised by school eg: <ul style="list-style-type: none"> <li>- Eureka (science)</li> <li>- Catalyst (Geography)</li> <li>- PGL (Outdoor learning)</li> </ul>	EEF Enrichment <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	8



Employ new full time attendance officer	SIL/EEF	4
Parental Engagement Activities including relaunch of PTA	Parental Engagement has a positive impact of, on average, 4 months additional progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/parental-engagement</a>	1, 2, 3, 4, 5, 6, 8
Arts participation	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	8
Senior Mental Health Lead management time	<a href="https://www.gov.uk/guidance/education-staff-wellbeing-charter">https://www.gov.uk/guidance/education-staff-wellbeing-charter</a>	7
Whole staff training on supporting SEND pupils and tracking progress (PIVATS)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/send</a>	1, 2, 3, 6, 7
Whole staff training on Restorative Thinking – a behaviour management and anti-bullying approach with the aim of developing our school ethos and improving behaviour across the school	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/send">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://restorativethinking.co.uk/services/schools/">https://restorativethinking.co.uk/services/schools/</a>	1, 3, 4, 6, 7, 8

**Total budgeted cost: £257,000**

Contingency (£10,000)

