

# **PRESCOT PRIMARY SCHOOL & NURSERY**

*Empower Today. Prepare for Tomorrow.*

## **3 year Pupil Premium Strategy 2025 - 2028**



# Pupil Premium Strategy Statement

## Prescot Primary School & Nursery

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

<b>DETAIL</b>	<b>DATA</b>
Number of pupils in school	442 (inc EYFS) 402 (ext N)
Proportion (%) of pupil premium eligible pupils	124 pupils 28.1% (National average 24%)
Ofsted 2023 disadvantaged	199 pupils 44.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Spring 2026, Summer 2026, Autumn 2026
Statement authorised by	Steve George, Headteacher
Pupil Premium Lead	Lisa Seddon, Co-Headteacher
Governor Lead	Ian McLoughlin

## Funding Overview

<b>DETAIL</b>	<b>AMOUNT</b>
Pupil premium funding allocation this year	£177,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year:	£177,020

## Part A: Pupil premium strategy plan

### Statement of intent

**At Prescott Primary School and Nursery we strive to provide an equitable curriculum for all. Our tiered approach is grounded on a universal offer of Quality First Teaching, (Keep up Not Catch Up), supported by Targeted Academic Support and Wider Strategies. Pupil Premium funding is used to support all groups of pupils at risk of underachievement, not just those at socio-economic disadvantage. Our vision is to 'Empower Today. Prepare for Tomorrow'.**

- *"Good teaching for all pupils has a particular benefit for disadvantaged pupils. " EEF Jan 2018*

- *"Catch up is difficult: we should aim to get it right first time round for all children. " EEF Jan 2018*

We focus on learning, how we learn and how to produce better learners. Our pastoral support enables the school to identify pupils who are at risk of not engaging fully in school life and how we may best support them.

All our pupils are supported to achieve their potential in all areas of school life. By focussing on language acquisition and language comprehension we enable our pupils to acquire the building blocks of learning. A focus on oracy fosters better self esteem, attention and confidence; this is our gateway to producing better learners. We strategically deploy highly trained staff into our EYFS to engage all learners in high quality interactions to strengthen communication and language skills.

All good things come from reading and reading is everywhere at Prescott Primary. RWI starts our pupils' reading journey and this is developed through rigorous approaches to reading from Y2, including Accelerated Reader and 'Are you really reading?' strategies.

The technology gap is addressed at Prescott Primary by providing 1:1 24 hour access to an internet connected device for all pupils in year 3 and above. Connected pupils strengthens our equity of provision and creates a sense of belonging through an extensive range of collaborative resources.

We assess pupils regularly and frequent low stakes testing is a key component of our Quality First Teaching model. Pupil access to technology is a key catalyst in this model allowing easy access to tests while ensuring teacher workload is kept at a minimum.

We strive to plan opportunities for all children to have a range of experiences that will help to develop cultural capital and grow self-confidence.

By addressing all of the above, we want to ensure that progress is equitable for all children by the end of each key stage, hence hoping to prepare all our children for their next stage of life.

**Empower Today. Prepare for Tomorrow.**

## Challenges

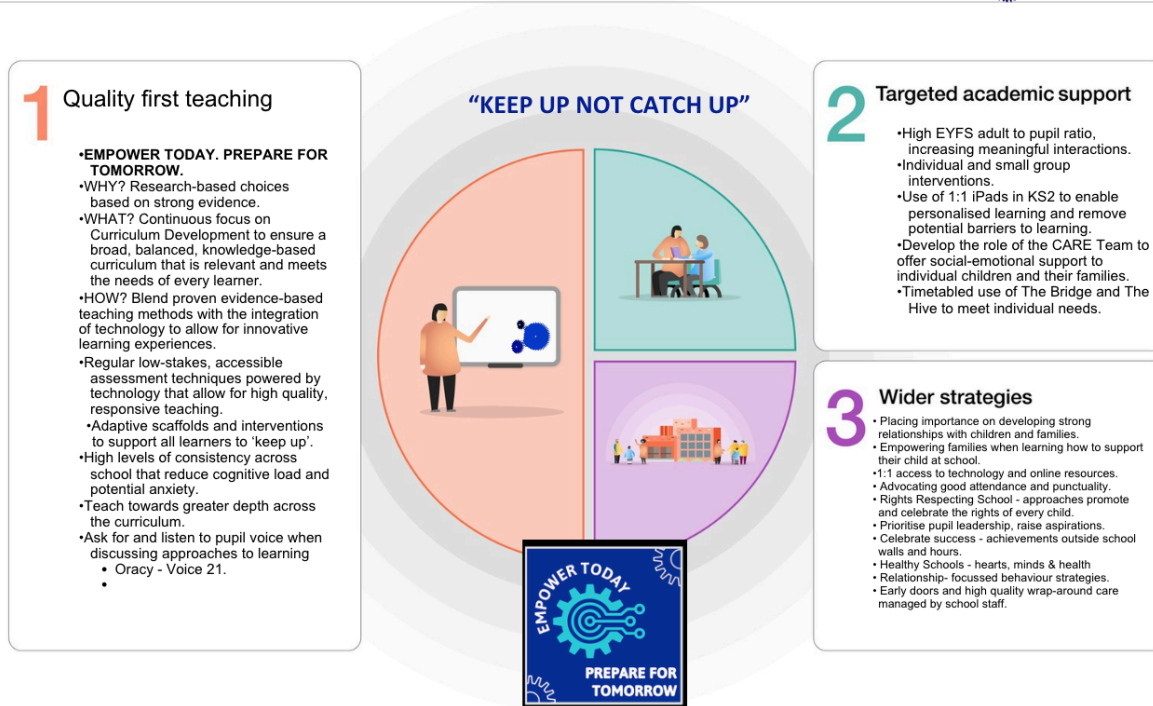
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge Number	Detail of Challenge
1	<p><b>Early Language and Reading Fluency</b> Disadvantaged pupils show weaker vocabulary acquisition and reading stamina, leading to a significant Reading gap</p>
2	<p><b>Writing Composition and Transcription Skills</b> Poor vocabulary breadth, limited independence, and inconsistent sentence accuracy create a significant Writing gap.</p>
3	<p><b>SEND &amp; additional needs</b> There is a high number of children across the school with additional needs. The majority of these children are disadvantaged: EHCP 4.5%, SEN Support 21.95%</p>
4	<p><b>Attendance and Engagement</b> Lower attendance disproportionately affects disadvantaged pupils and directly impacts attainment. Engagement with learning can be reduced as a result. A high proportion of persistent absentees are disadvantaged.</p> <p><b>2024 - 2025:</b></p> <ul style="list-style-type: none"> <li>- Disadvantaged pupils had an attendance rate of 89.5%.</li> <li>- Non-disadvantaged pupils had an attendance rate of 94.7%.</li> </ul> <p><b>Persistent absentees:</b></p> <p>Disadvantaged pupils:</p> <ul style="list-style-type: none"> <li>- 59.1% of these pupils had attendance at or above 90%.</li> <li>- 40.9% of them had attendance below 90% (PA threshold).</li> </ul> <p>Non-disadvantaged pupils:</p> <ul style="list-style-type: none"> <li>- 84.3% had attendance at or above 90%.</li> <li>- 15.7% had attendance below 90%.</li> </ul>
5	<p><b>Starting Points</b> Many of our pupils entering EYFS join developmentally behind their peers in certain key areas, in particular Speech, Language &amp; Communication and independence.</p>
6	<p><b>Variability in Home Learning Environment</b> Access to reading materials, devices, sleep and study routines, quiet spaces, and parental confidence impacts learning outside school.</p>

7	<p><b>Mental Health</b></p> <p>We have identified numerous social and emotional issues that affect many pupils, notably due to attachment, self-esteem and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils and can negatively impact progress rates.</p>
8.	<p><b>Metacognition</b></p> <p>The teaching of metacognitive strategies is key, perhaps more so for our disadvantaged children who may have fewer opportunities for academic support at home. This may lead to limited prior knowledge, lower academic confidence and fewer opportunities for independent learning at home.</p>
9	<p><b>Parental Engagement</b></p> <p>Whilst we work hard with parents individually, we see a lack of engagement from parents &amp; carers in general.</p> <p>We want to develop a more cohesive approach to parental engagement to break down barriers and encourage trust and a love of learning, especially for our disadvantaged families.</p>

## 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.



## A: Quality First Teaching for ALL

Intended outcome	Success criteria
Improved outcomes for disadvantaged pupils at the end of KS2 in reading, writing and maths.	Disadvantaged pupils will make at least good progress from their starting points across each phase of their education. They will leave KS2 in line with their peers. Pupils will be tracked closely through the use of STAR Reading and STAR Maths, and regular writing assessments. Staff will be supported in delivering ongoing quality learning experiences where all needs are met. Support staff will support children by regularly assessing understanding and addressing gaps or misconceptions to ensure that progress is made.
Improved attainment of disadvantaged pupils in reading and writing.	Attainment in reading will improve over time with strong reading routines in place, such as: <ul style="list-style-type: none"> <li>● Rigorous system for Read, Write Inc in place across EYFS and KS1. High levels of expertise across staff with regular CPD planned to maintain this.</li> <li>● Intervention groups tailor group support and are regularly assessed.</li> <li>● Regular STAR Reader quizzes to accurately track a reader's progress and inform correct book choices.</li> <li>● Accelerated Reader in place from Y2 to enable regular checks of fluency and comprehension.</li> <li>● 1:1 iPads from Y3-Y6 to encourage all pupils to take ownership of their reading journeys and for parents/carers to be better informed.</li> <li>● Access to the school's much-loved library, with sign-in/out system and high quality texts.</li> <li>● Reading Reward programme.</li> <li>● Pathways to Write - High quality, engaging texts to support reading and writing skills.</li> <li>● Comparative Judgement Writing assessments throughout the year to track writing progress for all.</li> <li>● CPD for all staff on reading and writing programmes and strategies.</li> </ul>
SEND pupils are supported well in all areas of school life.	High quality CPD and ongoing support ensures that all pupils with SEND are understood, and provision is tailored to meet their needs. Staff understand that good practice for pupils with SEND is good practice for all pupils. SEND pupils' progress is tracked carefully and intervention is provided when needed. Children in need of specific intervention for speech and language are identified early; intervention is supported through classroom practice and vice versa. Pupils with SEND are offered a wide range of extracurricular activities, including sporting events and competitions.
All children will understand more about how they learn	Pupils who are disadvantaged may be less confident when faced with new learning experiences and this could prevent progress being made. Teaching metacognitive strategies will support all

and will feel more confident when facing learning challenges.	children in effectively planning tasks, choosing strategies, checking their work and knowing what to do if they don't understand. This should build resilience, improve working memory and increase attainment significantly.
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## B: Targeted Academic Support

Intended outcome	Success criteria
High EYFS pupil: adult ratio increases meaningful interactions and builds school confidence	Higher staff ratios in EYFS will allow for smooth transitions into Nursery and Reception, with timely assessments and early interventions. More highly trained staff will equal more high quality interactions which will impact positively on communication and language outcomes. Stronger relationships with new families will also be possible which will build trust and ensure good attendance in these formative years.
Highly engaged learners who confidently use 1:1 iPad technology to own their learning journey,	Children from Y2 use iPad technology to access materials and practise fundamental skills. All children from Y3 use their 1:1 iPad to support learning by: <ul style="list-style-type: none"> <li>• Gaining a sense of ownership and agency. Children can decide how they approach and complete tasks, developing metacognitive strategies and increasing motivation.</li> <li>• Consistent, repetitive practise in game-based, low-stakes scenarios makes learning fun.</li> <li>• Easily accessible, adaptive quizzes ensure regular assessment checks from which the children understand their next steps.</li> <li>• Plentiful creative opportunities to allow the children to make choices about their learning.</li> <li>• Pupil voice is regularly sought, shared and celebrated.</li> </ul>
Children with social and emotional issues are well looked after and supported to access all areas of school life.	Pupils who are assessed as in need of additional support emotionally and socially are supported by our C.A.R.E Team. These pupils can often struggle to come into school and their progress can suffer. Our C.A.R.E Team will work with families to secure a happy start to the day and will aim to build strong relationships with the children following our 'Behaviour & Relationships' Policy.
Purposeful, timetabled use of The Bridge and The Hive provide safe spaces for learners.	All spaces in school are child-friendly, safe and purposeful. They are used consistently and with clear intention. Supporting adults adapt timetables and resources to suit the needs of the learners and regularly assess progress so as to change provision when needed. More children will attend regularly and achieve as a result of blended timetables that take children seamlessly from classroom to other environments around school. Children's needs are always met and communicated with families at home.

## C. Wider strategies (for example, related to behaviour, attendance and wellbeing)

Intended outcome	Success criteria
Revised 'Behaviour & Relationships' policy that is understood by all stakeholders in school.	There is a consistent, equitable approach that aims to grow self-regulating children who can manage their own behaviour choices. Our approach is understood by families and improved behaviour choices impact positively on learning outcomes for all.
Increased parental engagement that strengthens relationships between home and school.	Staff will show commitment to developing strong relationships with all families, especially those that are hard to engage. This will impact positively on pupils in school as it will reduce anxiety, support positive behaviour choices, build strong routines to improve attendance and develop motivation and aspiration. Parents will be invited into school more regularly for workshops, sporting events, healthy school events and seasonal celebrations. Family Tap will survey parents/carers each month.
Oracy - Voice 21. Whole school approach to language acquisition will be embedded.	Staff and children will be familiar with research-driven oracy development. High expectations for oracy are evident and the children are confident communicators with increased command of a wide variety of vocabulary.
Attendance of disadvantaged pupils will be in line with non-disadvantaged pupils.	<p>New Attendance Team within the C.A.R.E Team will work closely with the SENDCo to improve the attendance of SEND/EHCPs. Daily monitoring and tracking over time.</p> <p>Regular parental meetings to help to support and remove barriers to attendance. Aim for a mutual understanding and greater trust.</p> <p>Work closely with the Knowsley Attendance Hub to develop strategies to improve attendance.</p> <p>Strong communications with families to ensure a transparent approach.</p> <p>Shared staff approach to attendance (at either end of the day) and punctuality.</p>
Pupils are well prepared for the next phase of their education.	<p>All transitional periods across school are well considered, planned for and as a result, are smooth and supportive for children and parents. Parents of children who are new to EYFS, new to KS1 and moving to KS3 are supported well.</p> <p>Children who are new to school are identified early if they are eligible for Pupil Premium funding; these children are supported to settle in well.</p> <p>We have strong links with local high schools and provide an engaging careers education to inspire and motivate learners.</p>
Established pupil leadership opportunities across KS2	Pupils feel valued by applying for and being successful in achieving roles with significant responsibility across school. They receive training and have high expectations of what they can achieve as a pupil leader at our school. They lead playtime activities, support in the canteen, coach iPad confidence and

	liaise with parents. They make a genuine difference to our school.
Right Respecting School Award - GOLD is sustained and refined to benefit all children.	The Pupil steering group is representative of all children at our school. These 'Changemakers' know the value of pupil voice and represent their peers with confidence. Other ways of channeling pupil voice are successful - Pupil Tap, Guest speakers and buddy systems are actively promoting pupil voice and empower all of our children.
The Knowsley Healthy School Award is making a real impact in educating adults and children in making better life choices. Achieve GOLD.	All staff are aware of the importance of key policies in school which support a healthy approach to life. Children are able to talk in a more informed way about their food, drink and snack choices. They are more aware of nutrition and the benefits of exercise as a lifelong good habit. Children are aware of the importance of a good mental health and how to achieve it. Children feel fitter and better able to cope with life's ups and downs.

## Activity in this academic year

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

### A: Quality First Teaching For ALL

(for example, CPD, recruitment and retention)

**Budgeted cost: £40.000**

Activity	Evidence that supports this approach	Challenge numbers addressed
New staff induction and refresh training for key strategies. RWI, Mastery in Number and Pathways to Write.	EEF: Effective CPD: <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?utm_source=chatgpt.com">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?utm_source=chatgpt.com</a>	1, 2
Subject development days to support the development of teacher expertise. For example: Master in Number.	NCETM: <a href="https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/">https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/</a>	1, 2
Research led CPD focussing retrieval practice. Frequent low stakes testing to boost	<b>Learning By Questions and EEF:</b> <a href="https://www.lbq.org/Evidence">https://www.lbq.org/Evidence</a>  Does research on 'retrieval practice' translate into	8

retention.	classroom practice? ( <i>Retrieval practice is strongly supported by over 100 years of research and is one of only two learning techniques rated by Dunlosky et al (2013) as having 'high utility' for classroom practice.</i> ) EEF Teacher Choices Trial - <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/teacher-choices/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/teacher-choices/</a>	
Are you really reading?	Maddie Barnes <a href="https://shinetrust.org.uk/case-study/are-you-really-reading/">https://shinetrust.org.uk/case-study/are-you-really-reading/</a>	1, 2
Home learning and communication. Parental engagement.	EEF: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=chatgpt.com">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=chatgpt.com</a>	

## B: Targeted academic support (for example, tutoring, one-to-one support structured interventions)

**Budgeted cost: £90,000**

Activity	Evidence that supports this approach	Challenge numbers addressed
High EYFS staff: pupil ratios Inc Talk Boost	<i>"Another characteristic found to be associated with better quality provision is higher staff-child ratios ... for children aged from birth to 30 months, lower staff-child ratios (i.e. the more children per staff member) were associated with lower quality of care routines."</i> <a href="https://assets.publishing.service.gov.uk/media/5a8061f4ed915d74e622e223/SEED_Good_Practice_in_Early_Education_-_RR553.pdf?utm_source=chatgpt.com">https://assets.publishing.service.gov.uk/media/5a8061f4ed915d74e622e223/SEED_Good_Practice_in_Early_Education_-_RR553.pdf?utm_source=chatgpt.com</a>  <a href="https://ican.org.uk/about-us/our-evidence/">https://ican.org.uk/about-us/our-evidence/</a>	1, 2, 5
1:1 access to technology	EEF - Digital technology toolkit. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=technology">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=technology</a>	3, 4, 6, 7, 8
Targeted use of The Bridge & The Hive with trained staff	EEF Report: <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/EEF_SEND_Evidence_Review.pdf?v=1740513049">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/EEF_SEND_Evidence_Review.pdf?v=1740513049</a>	3
RWI Groups - Small	EEF Project.	1,2,3

group delivery by highly trained teachers and LSAs.	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=read%20write#search">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=read%20write#search</a>	
CARE TEAM Pastoral Staff and small group / 1:1 support. -Counselling -Play Therapy	EEF Report: <i>Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.</i> <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies?utm_source=chatgpt.com">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies?utm_source=chatgpt.com</a>	7

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

**Budgeted cost: £46,000**

Activity	Evidence that supports this approach	Challenge numbers addressed
Keep up not catch up approach.	<b>EEF:</b> - "Good teaching for all pupils has a particular benefit for disadvantaged pupils." EEF Jan 2018  - "Catch up is difficult: we should aim to get it right first time round for all children." EEF Jan 2018	8
Early doors, All children can arrive in school 20 mins early. Pupils are ready to learn ahead of time.	EEF Research: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=extended">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=extended</a>	4, 6
Supporting good attendance and punctuality	There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources: The EEF guidance report on 'Working with Parents to Support Children's Learning'	4

	includes a focus on offering more intensive support, which can include approaches to support attendance. Working Together to Improve School Attendance - GOV.UK	
Oracy (Voice 21 framework) Whole school focus on language acquisition	EEF - Regrant <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21-pilot/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=voice%2021">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21-pilot/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=voice%2021</a>	<b>5</b>
Promoting 'Healthy Schools'	Knowsley Healthy Schools Free fruit throughout. Participation within this scheme <a href="https://www.knowsleynews.co.uk/healthy-schools-initiative-celebrates-success/">https://www.knowsleynews.co.uk/healthy-schools-initiative-celebrates-success/</a>	<b>6, 7, 9</b>
Mental Health Support	Calm Brain <a href="http://calmbrainapproach.com/">http://calmbrainapproach.com/</a> <a href="https://educationendowmentfoundation.org.uk/early-years/how-self-regulation-approaches-can-help-childrens-wellbeing">https://educationendowmentfoundation.org.uk/early-years/how-self-regulation-approaches-can-help-childrens-wellbeing</a>	<b>7, 8</b>
Live feedback strategies	EEF Project <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/same-day-intervention/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=same%20day">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/same-day-intervention/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=same%20day</a>	<b>8</b>

# Part B: Review of outcomes in the previous academic year

## Pupil Premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 - 2025 academic year.

**2025  
Vulnerable  
Groups**

Prescot Primary School

### 1b. Vulnerable Groups Summary (2025)

		EYFSP GLD	YR1 Phonics 32+	Reading	KS2 (Expected +)	
		Eng: 68%	Eng: 80%	Eng: 75%	Writing	Maths
England average (All pupils):		Eng: 68%	Eng: 80%	Eng: 75%	Eng: 72%	Eng: 74%
<b>All Pupils</b>	<b>All</b>	<b>64%</b> (59)	<b>86%</b> (57)	<b>80%</b> (56)	<b>84%</b> (56)	<b>86%</b> (56)
<b>Gender</b>	<b>Female</b>	<b>59%</b> (34)	<b>91%</b> (32)	<b>86%</b> (28)	<b>89%</b> (28)	<b>89%</b> (28)
	<b>Male</b>	<b>72%</b> (25)	<b>80%</b> (25)	<b>75%</b> (28)	<b>79%</b> (28)	<b>82%</b> (28)
<b>Disadv.</b>	<b>Disadvantaged</b>	<b>33%</b> (12)	<b>100%</b> (8)	<b>63%</b> (19)	<b>68%</b> (19)	<b>74%</b> (19)
	<b>Other</b>	<b>72%</b> (47)	<b>85%</b> (48)	<b>89%</b> (37)	<b>92%</b> (37)	<b>92%</b> (37)
<b>Term Born</b>	<b>Autumn</b>	<b>79%</b> (19)	<b>100%</b> (19)	<b>100%</b> (19)	<b>100%</b> (19)	<b>100%</b> (19)
	<b>Spring</b>	<b>55%</b> (20)	<b>86%</b> (21)	<b>71%</b> (14)	<b>64%</b> (14)	<b>64%</b> (14)
	<b>Summer</b>	<b>60%</b> (20)	<b>75%</b> (16)	<b>70%</b> (23)	<b>83%</b> (23)	<b>87%</b> (23)
<b>Language</b>	<b>English</b>	<b>62%</b> (53)	<b>87%</b> (52)	<b>79%</b> (48)	<b>85%</b> (48)	<b>83%</b> (48)
	<b>Not English</b>	<b>83%</b> (6)	<b>100%</b> (4)	<b>88%</b> (8)	<b>75%</b> (8)	<b>100%</b> (8)
<b>SEN</b>	<b>No SEN</b>	<b>84%</b> (38)	<b>98%</b> (43)	<b>90%</b> (40)	<b>95%</b> (40)	<b>95%</b> (40)
	<b>SEN Support</b>	<b>33%</b> (18)	<b>55%</b> (11)	<b>64%</b> (14)	<b>64%</b> (14)	<b>71%</b> (14)
	<b>EHCP</b>	0% (3)				
<b>Ethnic Group</b>	<b>Asian</b>	<b>80%</b> (5)		<b>100%</b> (5)	<b>100%</b> (5)	<b>100%</b> (5)
	<b>Black</b>		<b>100%</b> (3)			
	<b>White</b>	<b>61%</b> (51)	<b>86%</b> (51)	<b>79%</b> (47)	<b>83%</b> (47)	<b>83%</b> (47)

This analysis shows the percentage of pupils achieving the expected standard for each pupil group at Prescot Primary School. Only groups with at least 3 pupils are shown. Groups of under 5 pupils are shown in grey. Numbers of pupils in each group are given in brackets. The colour coding is based on the group difference to the England average for all pupils (see the key to the right).

■ >3\* above Eng. All pupils  
■ >1\* above Eng. All pupils

■ >1\* below Eng. All pupils  
■ >3\* below Eng. All pupils

\*Number of pupils (see page 4 for explanation)

**2025  
KS1  
Phonics**

Prescot Primary School

### 1d. Year 1 Phonics (2025)

#### i) % Achieving Phonics Threshold Year 1

School	Comparisons			
	LA	England	Sch 2024	Sch 2025
<b>86%</b> 57 pupils	76%	80%	80%	80%

	2019	2022	2023	2024	2025
Eng	82%	75%	79%	80%	80%
LA	81%	69%	77%	77%	76%
Sch	91%	88%	85%	80%	86%

#### ii) % Achieving Phonics Threshold Achieved by Year 2 (Cumulative)^

School	Comparisons	
	LA	Eng. 2024
<b>90%</b> 61 pupils	86%	89%

	2022	2023	2024	2025
Eng	87%	89%	89%	
LA	84%	86%	88%	86%
Sch	93%	93%	93%	90%

#### iii) Vulnerable Groups Analysis

##### % Achieving Phonics Threshold in Yr1

LA	School	%
All (57)		86%
Female (32)		91%
Male (25)		80%
Eligible (7)		100%
Not eligible (49)		86%
Disadvantaged (8)		100%
Other (48)		85%
English (52)		87%
Not English (4)		100%
No SEN (43)		98%
SEN Support (11)		55%
EHCP (2)		50%

##### % Achieving Phonics Threshold by Yr2

LA	School	%
All (61)		90%
Female (32)		97%
Male (29)		83%
Eligible (12)		75%
Not eligible (49)		94%
Disadvantaged (10)		70%
Other (51)		94%
English (53)		89%
Not English (8)		100%
No SEN (44)		98%
SEN Support (14)		71%
EHCP (3)		67%

^Year 2 analysis does not include pupils that had neither Year 1 or Year 2 phonics results in Knowslev

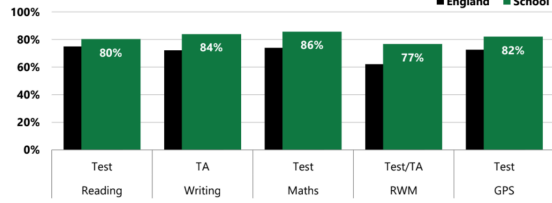
2025  
KS2  
Expected  
Standard

1f. Key Stage 2 (2025)

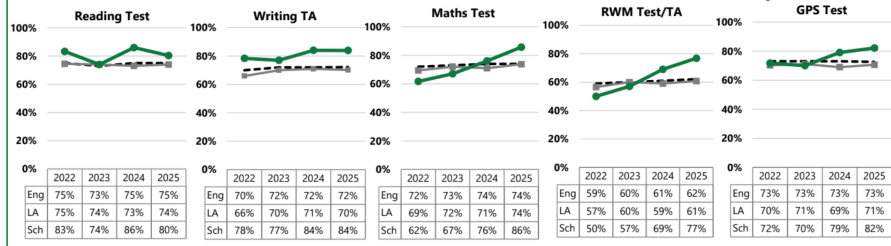
Prescot Primary School

i) % Reaching Expected Standard (Test and TA)

Indicator	School (56 Pupils)	Comparisons	
		LA	England
Reading Test	80%	74%	75%
Writing TA	84%	70%	72%
Maths Test	86%	74%	74%
RWM Test/TA	77%	61%	62%
GPS Test	82%	71%	73%



ii) % Reaching Expected Standard (Time Series)

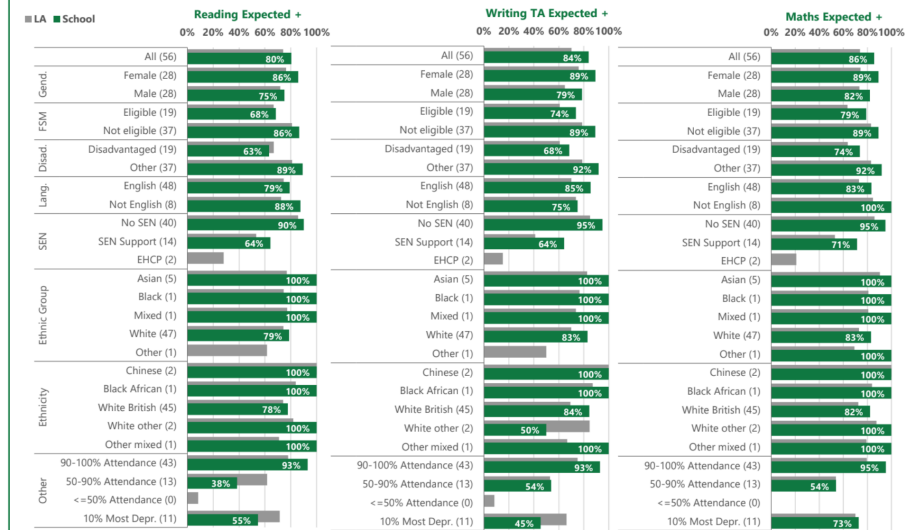


2025  
KS2  
Vulnerable  
Groups

1f. Key Stage 2 (2025)

Prescot Primary School

v) Vulnerable Groups Analysis



Review - commentary of 2024 & 2025 outcomes

Across both 2024 and 2025, KS2 outcomes at Prescot Primary demonstrate sustained strengths in Reading, Writing and Maths, underpinned by consistent teaching quality, a strong reading culture and structured whole-school approaches to writing and mathematics. Over the two years, pupils have continued to achieve well, with results in 2025 showing improvement from 2024 in several key areas.

Reading remains a strong subject over both years, with pupils benefiting from well-sequenced curriculum content, a whole-school focus on vocabulary development and successful early reading provision lower down the school. In 2025, 80% of pupils

achieved the expected standard in Reading, an improvement on the previous year and supported by robust fluency interventions and consistent comprehension teaching. This reflects the impact of our investment in high-quality texts, targeted reading groups and staff development.

Writing outcomes have also remained strong across both years, with 84% achieving the expected standard in 2025. This follows a similar pattern in 2024 and reflects the success of our use of high-quality model texts, explicit instruction and extended writing opportunities. Moderation continues to validate the security of our judgements. Our focus on sentence-level accuracy, purposeful vocabulary and structured editing routines has led to increasingly secure writing across the cohort.

Maths outcomes show sustained strength across both years, with 86% achieving expected in 2025. This represents improved consistency from 2024 and reflects the positive impact of our mastery approach, structured use of manipulatives, emphasis on reasoning, and strong teacher subject knowledge. Pupils demonstrate increasing confidence in multi-step problems and recall of key facts, supported by retrieval practice embedded across the curriculum.

Across both years, pupils with strong attendance consistently achieve very highly in all subjects, reinforcing attendance as a major driver of attainment. Outcomes for pupils with 90–100% attendance are significantly above those for pupils with attendance between 50–90%, a pattern unchanged across both cohorts. Improving attendance remains a central priority, particularly for disadvantaged pupils and those with pastoral or SEN needs.

The two-year picture shows that disadvantaged pupils continue to achieve below their peers, with gaps that remain wider than the school aspires to—most notably in Reading and Writing in 2025. While some disadvantaged pupils achieve exceptionally well, attendance, SEN status and wider vulnerabilities are disproportionately represented in this group. This trend across both years reinforces the importance of our targeted Pupil Premium strategy, focusing on early intervention, reading fluency, writing confidence and pastoral support.

SEN outcomes across 2024–25 show a predictable gradient: pupils with no SEN achieve strongly, while SEN Support pupils require continued targeted teaching and intervention to close gaps. Pupils with EHCPs consistently achieve well due to high-quality, individualised provision. Strengthening adaptive teaching, scaffolding, and high-frequency intervention for SEN Support pupils is a clear ongoing priority.

Analysis of outcomes across ethnic groups for both years shows strong results for minority ethnic pupils, who often meet or exceed whole-cohort attainment. Variation is more evident within the White British cohort—particularly where disadvantage or SEND intersects. This mirrors national trends and highlights the importance of targeted academic and pastoral support for our most vulnerable learners.

Overall, KS2 outcomes across 2024 and 2025 demonstrate a strong and improving picture of academic achievement at Prescott Primary. The consistency of high-quality

teaching and curriculum design is evident across subjects, with clear strengths in reading, writing and mathematics. Our key next steps remain focused on reducing the attainment gap for disadvantaged pupils, improving attendance, and strengthening provision for SEN Support pupils to ensure all learners keep up and secure strong outcomes by the end of Key Stage 2.

## Combined KS2 Outcomes Commentary (2023 -2025)

### Reading (2023–2025)

KS2 Reading outcomes have been consistently strong over the three years and have improved further by 2025:

- 2023 started from a solid position at **74%**, with secure outcomes across most prior-attainment bands.
- 2024 maintained strong performance while closing gaps for some key groups.
- By 2025, **80%** of pupils met the expected standard, reflecting:
  - high-quality whole-class reading,
  - strong emphasis on vocabulary and inference,
  - successful alignment between phonics, early reading and KS2 comprehension.

### Writing (Teacher Assessment, 2023–2025)

Writing has also remained strong and has improved year-on-year:

- In 2023, **77%** reached the expected standard.
- In 2024, outcomes remained securely strong.
- In 2025, this rose to **84%**, reflecting:
  - consistent use of high-quality model texts,
  - explicit sentence-level teaching,
  - structured planning, drafting and editing routines,
  - robust internal and external moderation.

## Maths (2023–2025)

The most notable improvement across the three years is in mathematics:

- 2023: **67%** achieved the expected standard.
- 2024: outcomes strengthened as mastery approaches became more embedded.
- 2025: **86%** reached the expected standard, a **19-point increase** since 2023.

This improvement is linked to:

- a coherent, sequenced maths curriculum,
- greater emphasis on reasoning and problem-solving,
- effective use of concrete and pictorial representations,
- regular retrieval practice and fluency sessions.

## Key Groups Across the Three Years

### Disadvantaged pupils

- Have generally achieved well from their starting points but continue to attain below other pupils, with the **widest gaps in Reading and Writing in 2025**.
- Attendance, SEN and wider vulnerabilities are over-represented within this group.
- Three-year analysis confirms that **closing the disadvantaged gap** remains a central Pupil Premium priority, particularly in Reading and Writing.

### SEN

- Pupils with **EHCPs** typically achieve well relative to their starting points, supported by strong, individualised provision.
- **SEN Support** pupils remain a focus; although many make good progress, their attainment sits below that of their peers across all three years.
- This reinforces the need to continue strengthening adaptive teaching, scaffolding and precision intervention.

### Attendance

- Across 2023, 2024 and 2025, attendance remains a **strong predictor of attainment**.
- Pupils with **90–100%** attendance achieve markedly higher outcomes than those in the 80–90% band.
- Lower attendance is more common among disadvantaged and SEN pupils, reinforcing the importance of attendance work within the Pupil Premium strategy.

**These conclusions shape the school's Pupil Premium and School Development priorities, with continued focus on:**

- early language and reading fluency,
- writing stamina and accuracy,
- high-quality adaptive teaching for SEN Support,
- attendance and pastoral support for vulnerable pupils,
- targeted work with disadvantaged pupils.