

Pupil premium strategy statement

This statement details our school's use of pupil premium funding and recovery premium 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
School name	Princes Primary School
Number of pupils in school	269
Proportion (%) of pupil premium eligible pupils	158 (59%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2029
Date this statement was published	October 2026
Date on which it will be reviewed	January 2027
Statement authorised by	Col Hughes Headteacher
Pupil premium lead	Hannah Oprey
Governor / Trustee lead	Peter Hawkins Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£185,690
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Statement of Intent

At Princes Primary School, we recognise that socio-economic disadvantage is not always the primary barrier faced by our pupils. Many pupils experience a range of complex needs and circumstances that can impact on their learning, wellbeing, attendance, communication, independence and engagement with school life.

Our aim is to use Pupil Premium funding strategically to secure and sustain positive outcomes for disadvantaged pupils. We identify and address individual barriers to learning through careful analysis of assessment information, attendance data, pastoral support records and safeguarding information. This enables us to implement targeted, evidence-informed interventions, specialist therapies, staff training and personalised support that meet the specific needs of each pupil.

At the heart of our approach is high-quality teaching that is responsive to individual need and supports pupils to access a broad, balanced and ambitious curriculum. We recognise the importance of specialist interventions, therapeutic support and personalised provision in removing barriers to learning, promoting engagement and enabling pupils to achieve their full potential.

Wellbeing is central to our strategy. Through strong home-school partnerships and effective collaboration with external agencies, we provide holistic support that promotes pupils' emotional wellbeing, attendance, engagement and readiness to learn.

Whilst our strategy is focused on improving outcomes for disadvantaged pupils, many aspects of our Pupil Premium provision contribute to whole-school improvement. Investment in high-quality teaching, staff professional development and inclusive practice benefits all pupils, while ensuring that disadvantaged learners receive the support they need to thrive. Our intention is that disadvantaged pupils make strong progress towards their individual outcomes and that any gaps in achievement, attendance and wider life opportunities are reduced wherever possible.

We are committed to supporting disadvantaged pupils in developing the communication, social, independence and life skills required for successful participation in their communities and future lives. Our strategy is driven by the strengths, aspirations and individual needs of each pupil, informed by both formal and informal assessment, rather than assumptions or labels. Through this personalised approach, we aim to ensure that every pupil is equipped with the knowledge, skills and experiences they need to be prepared for adulthood and achieve the best possible outcomes.

Challenges

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

Challenge number	Detail of challenge
1	Complex SEND For pupils with severe learning difficulties, these risks can be further compounded by reduced access to enrichment opportunities, inconsistent attendance, family circumstances and wider vulnerabilities, potentially impacting progress towards EHCP outcomes, curriculum targets and preparation for adulthood. All pupils attending Princes Primary School have severe learning difficulties and an Education, Health and Care Plan (EHCP). These complex learning needs require highly personalised teaching approaches, specialist resources and carefully targeted support to ensure disadvantaged pupils can access the curriculum and achieve strong outcomes. 18 of our pupils have profound and multiple learning difficulties, often alongside complex medical needs. These challenges can affect attendance, communication, physical development and access to learning experiences, requiring high levels of therapeutic and educational support as well as daily adaptive teaching. Some pupils have visual, hearing or multi-sensory impairments, alongside additional health conditions requiring specialist interventions and medical support. These needs can impact access to learning, communication, independence and participation in wider school experiences. Many pupils experience sensory processing differences which can affect concentration, engagement, behaviour, emotional regulation and attendance. Access to specialist environments and therapeutic approaches is essential in reducing these barriers. Many pupils have physical disabilities, mobility difficulties or delayed motor development. These challenges can impact independence, participation in school activities, curriculum access and preparation for adulthood.
2	Communication & Interaction All pupils experience communication difficulties, with many pupils being non-verbal or pre-verbal. Limited communication skills can impact learning, independence, self-advocacy, emotional regulation and access to the wider curriculum, making communication development a key priority for disadvantaged pupils. Over 80% of pupils have a diagnosis of ASD with additional pupils awaiting assessment. Difficulties with communication, social interaction & sensory processing can create barriers to learning, engagement and emotional

	regulation, requiring specialised support and highly adapted teaching approaches.
3	Attendance, Engagement & Regulation A number of pupils require additional adult support due to complex behavioural, communication or medical needs. Difficulties with self-regulation, anxiety, trauma, communication and sensory processing can significantly affect engagement in learning and social participation if not effectively supported. A significant proportion of pupils require personalised behaviour support plans. Difficulties with emotional regulation, anxiety and social understanding can create barriers to learning, relationships, attendance and overall wellbeing.
4	Safeguarding & Family Circumstances Some pupils experience significant safeguarding concerns, including 1 pupil who is involved with child protection services. Such circumstances can have a substantial impact on wellbeing, attendance, engagement and educational outcomes. Children looked after may experience additional barriers relating to attachment, emotional wellbeing, placement stability and access to consistent support. The school currently supports a number of children who are looked after. A number of families (4) require support through Early Help Assessments or multi-agency intervention. Family circumstances can affect attendance, engagement with learning and access to wider opportunities, requiring strong partnership working between school and external agencies. A proportion of pupils (21) are supported through Child in Need plans. These pupils may face additional social, emotional and environmental challenges that impact their wellbeing, engagement and progress
5	Access to Wider Experiences & Cultural Capital Disadvantaged pupils may have fewer opportunities to access community experiences, extracurricular activities, social opportunities and wider cultural experiences. This can limit the development of independence, confidence, communication skills and preparation for adulthood.
6	Ensuring consistent access to high-quality provision Capacity and Growing Demand Increasing pupil numbers place additional pressures on learning environments, staffing capacity and specialist facilities. Without careful strategic planning and targeted deployment of resources, disadvantaged pupils may be disproportionately affected through reduced access to personalised support, specialist intervention and therapeutic provision.

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
Improved attainment for disadvantaged pupils relative to their starting points as identified through baseline assessments.	90% Improved attainment is evident through assessment records and progress towards targets on individual one page profile. Barriers identified for pupils and bespoke interventions, therapies and interventions put in place.
Staff have increased knowledge and skills to support pupil progress	There is evidence of impact following CPD and bespoke training in a range of therapies. An improvement in teaching and learning, inclusion breaking down of barriers is evident through learning walks, moderation and half termly assessment. All teachers to understand and identify barriers to learning for their PP children.
To maintain and develop supportive relationships between school and families, and engage parents and carers in school life and the education of their children.	Improved parental engagement, particularly for hard to reach families. Introduction of coffee mornings with family Liaison worker. Successful implementation of 'dads' group. 2 cohorts of parents who struggled to engage. Increase in FLO and therapies leads completing home visits to give support to those hard to reach families. Increased attendance at parent workshops, reviews and school events. Range of cultural celebrations for inclusivity and workshops and groups supported by other parents. Improved attendance Parents and carers have increased knowledge and skills in order to support the needs of their children at home. There is a consistent approach being used at home and in school Parents know what other services are available to support their child.
To provide a coherent and inclusive enrichment offer across all sites, ensuring that every pupil can access a wide range of high-quality activities designed to engage, motivate and broaden their experiences. Our focus is on delivering enrichment that enhances personal development, motivates	Successful differentiated approaches to support all cohorts of children engaging all learners in a range of opportunities. Pupils have access to a range of activities that not only enhance their learning but also positively impacts on their health and wellbeing.

and broadens our pupils experiences as well as enriching the curriculum for all learners. Pupils will have opportunities to access a wide range of opportunities within the local community with appropriate support, which will allow them to develop confidence, independence and reduce anxieties.	Social skills, independence, life skills and perseverance are also developed Parent feedback of whole school enrichment opportunities.
Pupils with physical difficulties to have as much independent mobility as possible to allow access to the curriculum, community and enrichment activities. Pupil's postural care needs will be met in order to promote good health.	Pupils will meet their identified targets within the MOVE programme. Postural management plans, training and equipment in place to meet the needs of pupils Pupils will successfully access a wide range of curriculum opportunities like their peers when adaptations have been made.
Pupils to receive the nurture and support they require to have positive emotional health and wellbeing. Improved behaviour of pupils by equipping them with coping strategies, therapies and targeted support to help them in managing their own behaviour and anxiety	Behaviour records, engagement data and therapeutic assessments demonstrate a reduction in anxiety-related behaviours. Pupils are able to self-regulate and manage their behaviours. They are able to quickly re-engage in learning The number of behaviour incidents recorded decreases over an academic year. Staff are identifying the functions of behaviour so that unmet needs can be met. Staff are considering pupils as a whole; their life history, physical health and emotional needs. Our approach to behaviour management is proactive and preventative, focusing on the teaching of new skills and targeted therapies to replace behaviours that challenge. Our approach to behaviour combines perspectives from different professionals Staff are using distraction and de-escalation techniques to reduce behaviours of concern and the need for physical intervention

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: £ 60,000

Activity	Further details & Evidence that supports this approach	Challenge number(s) addressed
Role of the two Quality of Education leads to continue	Their role will be to: • Further develop the curriculum in order to consider the changing needs of our pupils as well as developments in research and practices. • Organise and monitor the impact of staff CPD training • Complete regular learning walks and oversee moderation • Lead progress meetings with class teachers • Contribute to the school development plan • Oversee planning and assessment <i>Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. It is the quality of teaching that can make the biggest difference to children's learning and to their ultimate success in school. (Education Endowment Foundation)</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2, 3, 4, 5, 6
CPD for all classroom staff. CPD for specific staff working with children needing bespoke targeted interventions	All staff will have opportunities for planned training through staff meetings, INSET days, twilight sessions. Additional after school training for new staff and those that require upskilling or wish to refresh their knowledge. Additional training for staff working with particular children on tailored interventions and therapies. High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. As Rauch and Coe explain, it is 'arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning'	1, 2, 5

	<i>Ensuring that teachers are provided with high quality PD is crucial in improving pupil outcomes.</i> https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf <i>Evidence suggests that investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Senior teachers will mentor the ECTs for two years to support the Government's recruitment and retention strategy, which aims to improve the training and development opportunities available to teachers.	The Government's approach to improving teacher recruitment and retention centres on providing high-quality early career support, ensuring new teachers are well-trained, well-mentored, and well-supported during their formative years. <i>High quality mentoring is deliberately at the heart of our ITT and ECF reforms; we know that trainees and ECTs value mentoring as a core element of their training and development.(gov.uk)</i> https://www.gov.uk/government/publications/initial-teacher-training-and-early-career-framework	1,2
Recruitment of Level 1 TA	Employ L1 Teaching Assistant to support with driving of minibus due to NOR and increase in class sizes	5,6

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

Budgeted cost: £4000

Activity	Further details & Evidence that supports this approach	Challenge number(s) addressed
To improve pupil progress	- Time for curriculum leads to work on assessment frameworks, baseline assessments, moderation and learning walks - Whole school training and bespoke training opportunities for certain cohorts. - Purchase additional resources to support each curriculum area - To strengthen outcomes for pupils working within pre-formal plus and semi-formal curriculum pathways, this area is now identified as a priority area. Our goal is to ensure that all staff working within these cohorts have access to bespoke training opportunities. - To ensure educational visits meaningfully enhance the curriculum, the INTENT behind every visit should be clearly outlined, monitored, and evaluated. This ensures all visits have clear purpose, measurable outcomes, and contribute to pupils' long-term progression. - Access to public swimming pool to challenge our pre- formal + and semi- formal learners.	1,2,3,5,6

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

Budgeted cost: £140,000

Activity	Further details & Evidence that supports this approach	Challenge number (s) addressed
Pastoral team consisting of a pastoral/ safeguarding lead and a Family Support Officer	- A dedicated team who build trusting relationships with parents/carers. As a result, Parents/carers feel supported, leading to improved relationships between school and home, offering more sustained and intensive support where needed - Improved parental engagement particularly for hard to reach families. - Parent training in areas such as communication, sensory processing, sleep, toileting, behaviour - Support from interpreters for training and meetings with EAL families	4,5,6

	- Families requiring support identified and supported through EHAT - School working collaboratively with other support agencies e.g CAMHS, Fusion & Disabled Children's Team - Pastoral team will work closely with the attendance lead to improve attendance and support families of pupils where attendance is a concern. - Regular meetings between Safeguarding/pastoral lead, attendance lead, therapy leads and provision leads to discuss barriers to learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents <i>Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively in partnership with, not against families.</i> https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working together to improve school attendance - August 2024.pdf https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/supporting-children-special-educational-needs-disabilities/	
Behaviour management support	- The therapies team will continue working with classes on an individual basis to address pupils' needs, monitor behaviours, and share strategies and therapies to best support positive behaviour in the classroom. - Team Teach training for new staff & refresher training for existing staff. - Regular consultation meetings with CAMHS 1:1 support for children with complex health or behavioural needs - RMT & RESEARCH /OTHER THERAPIES, bespoke training delivered to staff to support individual children - Regular meetings between Pupil premium lead/ Safeguarding/pastoral lead, attendance lead, therapy leads and provision leads to discuss barriers to learning and individual children - Learning walks focusing on key areas and consistency of whole school strategies being correctly implemented	1,2,3

	• Work with families to ensure consistent approaches being used both in school and at home	
Personal Development & Inclusion Inclusive enrichment offer designed to engage, motivate and broaden our pupil's experiences.	• Role of the Personal Development lead to continue • All classes to have access to the school minibuses to access activities within the local community • MIDAS training for staff • Themed enrichment weeks each term to allow pupils to experience enrichment activities that they may not be able to access outside of school and provide curriculum coverage • All year 6 pupils given the opportunity to participate in a residential visit in the summer term • The Enrichment Team will meet termly to plan, coordinate, and quality-assure whole-site and whole-school enrichment opportunities, fundraising goals and ensuring that every pupil can access a wide range of high-quality activities and experiences that broaden their learning and personal development. • Personal Development lead will meet regularly with QoE leads to ensure we are providing highly accessible and developmentally appropriate Personal Development curriculum that promotes pupils' spiritual, moral, social and cultural (SMSC) development and embeds British Values in meaningful, practical ways. This will be through experiential and practical experiences on a whole school basis, celebrating a range of multicultural and religious celebrations. • Monitor pupil voice, independence and life skills development. <i>Due to circumstances such as challenging behaviours, accessibility, financial difficulties and other family circumstances, many of our pupils do not access activities within their local community and the wider community outside of the school day. This means that cultural capital experiences are limited. At Princes we aim to provide these opportunities for pupils and their families to explore in a safe, inclusive and welcoming environment.</i>	1,2,3,5
Manual Handling and MOVE training for staff in order to support pupils with a physical disability	• Member of staff trained to instructor level in manual handling so that training can be disseminated to staff across school • Staff trained in delivering the MOVE programme to support pupils with physical difficulties to gain independent movement • Postural support equipment such as slings, specialist seating, standing frames and walkers purchased https://www.enhamtrust.org.uk/what-is-move	1,2,5

Outdoor Learning	• Senior leaders will monitor pupils' engagement levels, accessibility, curriculum INTENT, and safety during outdoor learning sessions. Monitoring will focus on ensuring that outdoor provision is purposeful, inclusive, developmentally appropriate and safe, while also evaluating how effectively sessions support pupils' social development, sensory regulation, communication, physical development, independence and experiential learning. • Purchase of outdoor equipment to enhance provision and support physical development and sensory regulation (Grant funding) • Regular learning walks and spot checks • Staff to regularly report and replenish outdoor equipment	1,2,5,6
Breakfast Initiative	• Providing a breakfast option for all children across all sites • Consistent feedback from all teachers about success of initiative <i>Addressing pupil hunger may lead to improvements in concentration and behaviour in the classroom, fewer absences from school, and ultimately improvements in pupil attainment. There are many reasons why the consumption of a school breakfast may improve a pupils' experience of school and these outcomes. Additionally, providing free or reduced-price meals may also remove a barrier to school engagement for economically disadvantaged pupils.</i> <u>https://d2tic4wvo1iusb.cloudfront.net/production/documents/breakfast_interventions_-_rapid_evidence_assessment.pdf?v=1770759408</u>	1,4

Total budgeted cost: £184,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2022-2025

Pupil Premium Focus Area	Impact	Evidence
Creation of Quality of Education Teaching and Learning Responsibility leads	High quality teaching and learning. Pupils making progress. Quality of Education leads are now meeting class teachers every term for progress meetings. Those pupils not making progress are discussed at meetings with the attendance lead, safeguarding/pastoral lead and behaviour lead to identify barriers and put support in place. Attendance has improved 2021- 89.41% 2022- 89.9% 2023- 90.79% 2024-91.8% Regular monitoring of planning and assessment and learning walks take place across all 4 sites	Case Studies Minutes from progress meetings Learning walk feedback Monitoring feedback Individual crowns
CPD for all classroom staff.	CPD has been related to areas of the school development plan or areas identified following learning walks or moderation. INSET days have been used for staff training Curriculum leads have accessed training specific to their curriculum area. This	CPD log School development plan

	has then been disseminated to other staff across school In house training has been provided for new staff or those requiring refresher training	
Senior teachers will mentor the ECTs for two years to support the Government's recruitment and retention strategy, which aims to improve the training and development opportunities available to teachers.	All 4 ECTs successfully completed their first year. In the academic year 2022-2023 we have taken on 4 further ECTs as well as two ECTs who are in their second year We currently have two ECT tutors and one mentor	Minutes from ECT minutes CPD log Learning walks & moderation feedback Progress meetings
To improve pupil progress in reading and phonics throughout the school	A HLTA is now employed to deliver phonics intervention groups across the school. She has attended training and this has been disseminated to class staff to ensure a consistent approach is being used. All children working on phonics have been assessed and baselined School have purchased the Bug Club phonics scheme which is accessed by pupils both in school and at home Literacy curriculum leads and quality of Education leads have continued to monitor teaching and learning through learning walks, moderation & progress meetings Evidence shows that pupils are making progress with reading & phonics	Case Studies Progress meetings Earwig records Individual crowns Feedback from learning walks and moderation Parent feedback Annual reviews and end of year reports

Creation of Safeguarding/ Pastoral lead role	Due to the increase in pupil numbers & other services being stretched this role has become even more important. Deputy Headteacher now oversees attendance and has completed designated attendance lead training through school improvement Liverpool. DHT also oversees children who are looked after attending LAC reviews, care planning meetings and PEPS. Two groups of staff within school are also supporting this role through innovation projects designed to support families who are struggling to access support from other services or those hard to reach families including EAL families	Minutes from meetings Parent feedback
Behaviour management support	Following the November 2023 Ofsted inspection, the school has made significant progress in developing a whole-school therapeutic culture. The shift from <i>Behaviour Lead</i> to <i>Therapeutic Support Lead</i> has strengthened our focus on regulation, emotional wellbeing and relational practice as the foundations for learning. Decrease in behaviour incidents being recorded shows the impact of a proactive holistic behaviour support approach.	Behaviour incident records on Iris 2025 Use of CPOMS to measure incident reporting Autumn 1 - 171 incidents Autumn 2 - 100 incidents Spring 1 - 70 incidents Spring 2 - 150 incidents Summer 1 - 144 incidents Minutes from behaviour support meetings CPD logs Top up applications Behaviour and sensory plans

	Behaviour team offering support strategies to class teams & families Additional 3 staff trained to instructor level for Team Teach Team Teach training and refresher training provided for all staff as and when required	Embedded Therapeutic Practice Across the School Strengthened Behaviour Systems
To offer enrichment activities designed to engage, motivate and broaden our pupil's experiences.	Whole school themed weeks took place each term last year; Winter Wonderland, Story Time, Festival. All pupils were involved and families were also invited to some of the events. Feedback has been excellent and pupil engagement has been fantastic. Four of our semi formal classes have accessed weekly swimming sessions at St Annes 20 pupils participated in the two year 6 residential trips. These were a huge success. Feedback from parents, pupils and staff was amazing. Pupils were able to access activities that they have never had the opportunity to experience before and for some of our families this was the first opportunity for their child to be away from home. Pupils continue to participate in weekly trips to supplement the curriculum and develop independence & life skills	Parent feedback Dojo Earwig evidence

	More staff have completed MIDAS training and other staff have completed refresher training. School have applied for an additional minibus	
Manual Handling and MOVE training for staff in order to support pupils with a physical disability	We now have an additional class for children with physical difficulties, some of these children also have additional sensory impairments and medical needs All staff in our classes for children with physical difficulties and PMLD have received manual handling training. An additional member of staff has now received training which allows her to be a manual handling trainer Equipment has been purchased for new pupils and new equipment purchased to replace old or outgrown equipment. Pupils continue to progress through the MOVE programme with some even managing to take their first steps!	