

Pupil Premium strategy statement–Mersey Park Primary School (September 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	460
Proportion (%) of pupil premium eligible pupils	65%
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)	2026-2028
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Mrs M.Thomas
Pupil premium lead	Mrs R.Eccles
Governor / Trustee lead	Mr Phil Crossley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£412,010
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£412,010

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for *all* pupils at Mersey Park to achieve highly and make rapid progress in their learning. We want to ensure they feel safe and happy in school and ready to learn. We want our parents and carers to feel supported and confident that we are giving their children the best start to their education.

We will offer high quality teaching to all our disadvantaged pupils and ensure that intervention for all pupils, including disadvantaged pupils, is closely matched to ongoing and accurate assessment.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers and those who have experienced ACES. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We will continually self- evaluate our practice in light of assessments in order to adapt practice as necessary to support our most disadvantaged children and help to close gaps.

We will implement a whole school approach in which all staff have high expectations, take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Attendance continues to be lower for our most disadvantaged children and those with special needs, with higher persistent absence
2	Many children need development of speaking and listening skills for various reasons including use of technology at home and some lack of opportunities to extend vocabulary outside school
3	We have seen an increase in the percentage of children starting school with special needs and disabilities. Many children with special educational needs are waiting for paediatrician appointments, educational psychologists and assessment towards EHCP. They require greater support in school and

	parents/ carers require support at home with behaviours associated with SEND.
4	Due to low starting points and, in some cases, very little support with reading, writing and maths at home, children require additional support to help them make progress in school.
5	An increasing number of children have been affected by adverse childhood experiences leading to mental health problems such as anxiety and extreme behaviours
6	Increased use of technology in the home seems to have led to increased anxiety, issues with self-image and disengagement from physical activities

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
Disadvantaged children to achieve above National Average Progress score in reading	Children working in 3 smaller classes with TA support each morning Whole school focus on vocabulary every year in all subjects- pre planned Gaps in phonic knowledge closed through additional intervention support where needed Consistent whole school approach to well-planned guided reading sessions with a focus on new vocabulary and comprehension Steady increase in percentage of disadvantaged children attaining age related expectation in all year groups by 2029
Disadvantaged children to achieve above National Average Progress score in writing	Children taught in 3 smaller classes with TA support each morning All staff to have received full training in Talk for Writing approach Writing activities carefully planned to meet interests of children Clear progression in writing skills planned and taught by all staff Steady increase in percentage of disadvantaged pupils attaining age related expectation in all year groups by 2029
Disadvantaged children to achieve above National Average Progress score in maths	Children taught in 3 smaller classes with TA support each morning Targets and Assessments of Maths improved and consistently used throughout school

	Use of NTS end of term assessments Consistent whole school approach to CPA approach and use of Maths Dictionary for knowledge retention Small group maths tuition in place – EEF recommended interventions Targeted use of Maths Whizz improving outcomes for disadvantaged pupils Increased parental confidence in supporting children at home through training and increased information offered Steady increase in percentage attaining age related expectation by 2029
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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: £297,499

Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller class sizes with additional teachers available in each year group and TAs to support specific groups of children	More individual attention has led to greater progress in our pupils in all areas EEF Teaching and Learning Toolkit- Reducing class size +2 months	4
CPD will continue to focus on improving the retention of new vocabulary and developing oracy skills through Voice 21 training Speaking and listening strategies and talk tactics will be used throughout the curriculum. Staff will continue to plan well structured, heavily vocabulary based guided reading sessions. Staff to continue to use VIPERS approach for whole class reading comprehension with peer observation as necessary. Staff will continue to use P4C sessions to develop spoken language skills. Two staff to	Children given tools to use to decipher unknown words There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF EEF- Oral Language Interventions +6months	2

attend full P4C training and work towards silver accreditation. School will continue to buy in specialist Speech Therapy from Rebecca Pearson.	EEF toolkit -Reading comprehension strategies +6months https://voice21.org/voice-21-oracy-centre-of-excellence/	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 72,249

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions mapped out for children in each year group who need additional support in each year group. To include: Pre-teaching, speech and language support; additional phonics sessions; additional reading sessions, small group additional maths sessions (Maths Whizz); and working memory sessions High quality feedback through whole school approach to marking	EEF-Teaching and Learning Toolkit- small group tuition +4 months EEF-Teaching and Learning Toolkit- Phonics +5 months EEF-Teaching and Learning Toolkit-Feedback +6 months	4

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

Budgeted cost: £46,939

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to improve whole school attendance through close data analysis, timely intervention, use of attendance ambassadors, new strategies that have had impact this year and fostering a sense of	ImpactEd Evaluation- Understanding Attendance Findings on the drivers of pupil absence from over 30,000 young people in England January 2024 Education Endowment Foundation- Supporting School Attendance	1

belonging for all. Continue to ensure positive relationships throughout school. Continue the Wirral Inclusive Attendance strategy and attend all training, leading to Silver accreditation. Build a holistic understanding of pupils and families and diagnose needs		
Improving Mental Health, Wellbeing and learning behaviours amongst pupils through use of My Happy Mind, MHST, Jigsaw and various pastoral programmes. Parents to be supported with behaviours at home through drop in coffee mornings with professionals invited to offer support and training. Use of Think Equal resources in Early Years; Training all staff in SEND adaptations and use of validated screening tools to identify needs. Use of full time ELSA trained Pupil Mentor to provide various programmes of support including Drawing and Talking, Brick Therapy, Next Steps etc. Employ part time ELSA to work with our youngest children who have experienced ACES and are struggling to self-regulate	Education Endowment Foundation- Improving Social and Emotional Learning in Primary Schools- Guidance Report My Happy Mind-NHS impact reports- 60% decrease in exclusions; 43% decrease in CAMHS referrals; 67% decrease in children requiring SENCO support Nobel laureate James Heckman found that SEL taught in early years not only has long term (into midlife) positive effects on crime, employment, health, cognitive and non-cognitive skills for the participant (Heckman and Karapakula 2019), but also benefits those around them (Heckman and Karapakula 2019b) EEF Teaching and learning Toolkit- Social and Emotional learning +3 months	5
Use of Trackit Lights behaviour system to help analyse behaviour concerns within different pupil groupings and adapt as necessary. Intervention	EEF-Behaviour interventions +4months Both targeted interventions and universal approaches can have positive overall effects:	5

from the Wirral Inclusion team for advice and support. Use of appropriate alternative provision where necessary	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	
Provision of a sensory room for children who need time and space away from the mainstream classroom to help them to self-regulate. Sensory Circuits to be in place in both halls each morning and led by trained teaching assistants. Parent's coffee mornings attended by HSLO to support parents with behaviours at home.	EYFS Best Practice in Schools: Providing the best environment for children with SEND- Nicole Weinstein March 2024 EEF-Behaviour interventions +3 months EEF- Toolkit- Parental Engagement +4 months	3

Total budgeted cost: £ 416,687

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment- Summer 2026

At the end of Foundation Stage 66% of disadvantaged pupils achieved a Good Level of Development. This was a significant increase from 2025. Progress from starting points was significant for all children.

83% of disadvantaged children passed the year 1 phonics check.

68% of disadvantaged children leave Key Stage 1 working at the expected level in all the combined subjects (Reading, Writing, Maths).

51% of disadvantaged year 4 pupils scored the full 25 mark in the multiplication check with average point score being 20.1.

At the end of Key Stage 2, 66% of disadvantaged pupils reached the expected standard in the reading SAT, 81% in the maths SAT and 77% were assessed at expectation in writing. 62% of disadvantaged pupils reached the expected level in all 3 subjects (RWM). This was in line with all pupils nationally.

Attendance

Attendance of all disadvantaged pupils over 2025-2026 was 92%.

Externally provided programmes

Programme	Provider
Power Maths	Pearsons
Little Wandle Letters and Sounds	Big Cat Collins
Learning by Questions	Learning by Questions
Purple Mash	2Simple
Times Tables Rockstars	Maths Circle
WellComm	GL Assessments
My Happy Mind	Laura Earnshaw
Think Equal	Leslee Udwin
No Outsiders	Andrew Moffat
Jigsaw PSHE	
Trackit Lights	
Voice 21	