



Pleasant Street Primary School Pupil Premium Strategy Statement 2026-27 & Review of Outcomes 2025-26

This statement details our school's use of pupil premium for the **2026 to 2027** academic year 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
School name	Pleasant Street
Number of pupils in school	230 (Inc. Nursery)
Proportion (%) of Pupil Premium eligible pupils	40% (IDSR July 2026)
Academic year/years that our current pupil premium strategy plan covers (3-year plan)	2025/2026 to 2027/2028
Date this statement was published	July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	N. Verdin (Headteacher)
Pupil Premium lead	N. Verdin
Governor / Trustee lead	Phil Larkin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,893
Recovery premium funding allocation this academic year	
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	£114,893

Part A: Pupil Premium Strategy Plan

Statement of Context and Intent

Pleasant Street is a diverse, single form entry community primary school - that includes a speech and language unit, of average size, in the heart of inner-city Liverpool. The school provides a secure, stimulating and enriched environment where pupils develop positive personal qualities, social awareness and understanding.

The school promotes independence, self-esteem, academic achievement and a desire to learn. It is a place where children of all races and religions find safety and respect for themselves, their families and their traditions. The school is inclusive providing for the needs of all pupils regardless of ability, gender or background.

	% of pupils eligible for FSM	% of pupils with EAL	% of pupils from minority ethnic groups	% of pupils with SEN Support	School deprivation indicator	% of School Stability
School	40	66	83	20	Above Average	71

IDSr July 2026

Entitlement by class as of July 2026...

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupil Premium	4/20 (20%)	8/30 (27%)	10/30 (33%)	8/30 (27%)	10/30 (30%)	15/30 (50%)	11/30 (37%)	15/30 (50%)

Mobility:

Due to the high levels of mobility within the school exact percentages will fluctuate across the year and therefore explaining any differences in percentages from external data. The proportion of pupils joining or leaving the school other than at the beginning of the school year is significantly above average. There are also a significant number of pupils who join the school for a short stay period or return to home countries on a regular basis.

Pupils new to the school during after Reception Year...

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
New to school after end of Reception year	13% of pupils	37% of pupils	40% of pupils	37% of pupils	43% of pupils	53% of pupils

Data from July 2026 Analysis

Research:

The Sutton Trust and Education Endowment Foundation and the EEF Toolkit play a key role in our spending plans for Pupil Premium. Collaboration and coaching are key principals of our approach; supplemented by early intervention, social & emotional learning, meta-cognition & self-regulation and language interventions – all of which score highly on the EEF Toolkit. The school follows the Implementation process of Plan, Do, Review and believes quality teaching helps every child.

Pleasant Street continues to adopt a tiered approach to Pupil Premium Spending with a focus on the following...

1. Teaching – a focus on professional development ensuring the opportunity for highly skilled teachers to support and develop early career teachers

2. Targeted academic support – close links between intervention support and classroom teaching

3. Wider strategies – using social and emotional support to target non-academic barriers to success in and out of school.

Barriers to Learning:

The school's Senior Leadership Team continually looks at ways to improve the life chances of our young people and the barriers that stand in the way of their development. We have categorised this into 5 key areas which remain a focus of a 3-year plan:

- ***Low baselines of attainment on entry to school (School Readiness)***
- ***Limited experiences of life outside immediate environment***
- ***Attendance and Punctuality***
- ***Language Acquisition***
- ***Self-belief, Resilience and Confidence.***

Challenges

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

Challenge number	Detail of challenge
1	<i>Low baselines of attainment on entry to school:</i> On entry to the Early Years Foundation Stage, children enter at much lower-than-expected rates within the Prime areas of learning (Development Matters/School Readiness).
2	<i>Limited experiences of life outside immediate environment:</i> The diverse nature of the school means that many children are new to the country and have limited knowledge of the area they live.
3	<i>Attendance and Punctuality:</i> The school has a large population of families who are overseas students or contracted workers from home countries. Term times and visa applications can have an adverse effect on attendance and punctuality.
4	<i>Language Acquisition:</i> Children enter the Early Years Foundation Stage with language skills that are delayed and not at the expected point for their age and stage.
5	<i>Self-belief, Resilience and Confidence:</i> Delayed language skills on entry, make it difficult for children to express and articulate their views and opinions compared to those children with a more extensive vocabulary.

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
'Plan, Do and Review' process ensures cumulative closing of academic gaps across the school.	Early Identification of specific academic needs. Timed and progressive interventions in place to ensure accurate measurement of progress. Gaps identified in Reception Baseline Assessment closed as children progress through school. 'Well-above Average' progress measures.
Enthusiastic learners with a broad knowledge and skill-base to apply in the environment.	Educational visits that enhance the curriculum. First-hand experiences for pupils that enthuse and motivate. Practical skills developed alongside pupils enhanced theoretical understanding.
Consistent and robust approach to managing attendance in place.	Early Identification of pupils at risk of Persistent Absenteeism. Whole School understanding of attendance expectations. Year on year reduction in PA.
Language Acquisition interventions embedded across the school.	Early Identification of communication and language needs. Targeted researched, language interventions to support pupils' social and academic progress.
Confident and resilient pupils who can share views and feelings in an articulate way.	'Thrive Approach' embedded across the school. Empathetic children able to manage emotions effectively. Reduced level of behaviour concerns based on school analysis.

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 – a focus on adaptive teaching ensuring the opportunity for highly skilled teachers to close academic gaps for pupils, whilst aiding a quality and consistent approach to teaching and learning.

Budgeted cost: **£44,640**

Activity	Success Criteria and Evidence that supports this approach	Challenge number(s) addressed
Strategic plan embedded to support development of phonics and reading.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted reading interventions using a range of phonics texts have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 4 & 5
Programme of pre-teaching and language development programmes in place to support pupil progress in English basic skills and subject-specific vocabulary.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: (WellComm, NELI Nursery, NELI Intervention, Concept Cat). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 4 & 5
Planned curriculum which allows for enriched and collaborative learning opportunities outside of the classroom.	Enriched cultural and academic learning experiences of pupils across all year groups. Engaged and motivated pupils, working together, with a widening understanding of the curriculum and beyond. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	1, 2, 3, 4, & 5

Targeted academic support – close links between intervention support and classroom teaching.

Budgeted cost: **£49,130**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention Manager to support Teaching Assistants in linking interventions to classroom teaching.	Skilled interventions that allow all pupils to access same curriculum content. Improved delivery and identification of next step planning to accelerate pupil learning: (WellComm, NELI Intervention, Nessy, Number Stacks, Phonics Boosters, SALT, Handwriting). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 4 & 5
Effective implementation of researched and targeted language acquisition interventions.	‘Plan, Do and Review’ process in place to ensure language interventions are carefully targeted, timed and progress measured. Data used to evaluate success and future CPD requirements: (WellComm, NELI Intervention, Nessy). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 4 & 5

Wider strategies – using social and emotional support to target non-academic barriers to success in and out of school.

Budgeted cost: **£45,410**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective and efficient support for families experiencing social and emotional difficulties.	Effective early identification of family needs. Signposting and guidance for next steps. Access to external support facilitated as necessary. Regular coffee mornings, home visits. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3, 4 & 5
Early identification and support for pupils with a range of social and emotional barriers.	School system 'Healthy, Happy and Ready to Learn' embedded. System in place that identifies and implements level / type of support required. Pupils able to use strategies to aid well-being. Zones of Regulation incorporated (Lego Therapy, Shyloven Stables, School Counsellor, Family Liaison Officer). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 2, 3, 4 & 5
Emotional support to develop inter-personal relationships with an empathetic approach.	Thrive Approach embedded throughout school. Thrive strategies and assessments implemented across school. CPD continued. Opportunities for children to develop skills e.g. community links. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3, 4 & 5
Regular Parent / Pupil cookery sessions promoting affordable and nutritious diet and lifestyle.	Healthy and nutritious cooking programme available termly. Opportunities to develop relationships, cooking and lifestyle support and food budgeting. Parental engagement EEF	2, 3, 4 & 5

Total budgeted cost: £139,180 (Overspend covered from other budget lines)

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 **2025 to 2026** academic year.

Teaching – *a focus on professional development ensuring the opportunity for highly skilled teachers to support and develop early career teachers, aiding a quality and consistent approach to teaching and learning.*

A range of researched interventions related to communication and language have been incorporated into the school's 'Plan, Do and Review' approach. Regular CPD facilitated or signposted by HT/DHT/Curriculum/SEND Lead. Accelerated progress for targeted pupils in phonics and reading. Data analysis shows gaps in attainment reducing for targeted pupils – including those in Early Years.

Targeted pupils able to access learning with increased confidence and knowledge of key vocabulary and meanings. Ambition for all in an inclusive curriculum, with pre-teaching support allowing all pupils to achieve at their optimum. Positive data outcomes showing closing of gaps across all curriculum areas.

End of Key Stage Residential trips supplemented by curriculum visits, that have enriched our curriculum. 'Hands-on' experience for our pupils to apply the learning that has taken place in the classroom in the wider context of the environment, through a minimum of one trip per term for each class. Positive attitudes to learning evident, including for those pupils with emotional barriers to learning.

Targeted academic support – *close links between intervention support and classroom teaching.*

Early identification of needs and a robust 'Plan, Do, Review' approach, has ensured accelerated progress for targeted pupils. Interventions reviewed, with CPD and 'best practice' used to enhance practice. Data from assessments show accelerated progress for pupils accessing additional support. High quality communication between staff ensures effective adaptive teaching to aid access and confidence for pupils who have gaps in their learning compared to peers.

Wider strategies – *using social and emotional support to target non-academic barriers to success in and out of school.*

'Team around the Family' approach in place within school. Practical support and effective signposting provided for families. Family group meetings led by school staff and

external providers. Home visit system in place to support families in areas such as school readiness, attendance and parenting skills.

Early Identification of needs in place, supported by regular Thrive assessments. Effective triage to ensure the right support is provided at the right time. 'Team around the Child' approach in place. Data analysis shows positive effect on individual and whole school behaviour.

Thrive training completed on a yearly basis for relevant staff and cascaded to whole school. Zones of Regulation CPD provided and completed by all staff. Investment in display materials in school to support implementation.

Assessment programme in place highlighting next steps of support. Data analysis shows positive effect on individual and whole school relationships and behaviour.

Academic and fitness activities in place before the start of the school day. Children starting curriculum time happy and alert, ready to start learning. Termly cookery courses well attended, supporting healthy lifestyles with food budgeting advice.

Externally provided programmes

Programme	Provider
Yoga Bears – yoga programme accessed by pupils from Y1 to Y6	Georgia Lundon
Enhanced Technology Y1-Y6	MGL
Personal Safety Workshops – Y5 & Y6 'Balanceability' - EYFS & Y1 POWER Programme – KS2 Fundamental Movement – EYFS Skoot Skool – Y2-Y4 PALS (Physical Activity Leaders) – Y5	LSSP
Shy Lowen – Horse Sanctuary visits for pupils in KS1/2	Shy Lowen
First class assessment and therapy services for children and families.	MAST (Merseyside Autism Speech Therapy)
A personalised range of teaching and support packages, including diagnostic explanation tailored to specific needs of individuals.	OSSME (Outreach Services Supporting Mainstream Education)