

# Pupil premium strategy statement – Edge Hill Academy

This statement details our school's use of pupil premium (and recovery 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	347
Proportion (%) of pupil premium eligible pupils	17% (58)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024/2025 – 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Simon Russell Headteacher
Pupil premium lead	Simon Russell Headteacher
Governor / Trustee lead	David Lambourne

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,472
Recovery premium funding allocation this academic year	£0
<b>Total budget for this academic year</b> <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>	£98,472

# Part A: Pupil premium strategy plan

## Statement of intent

At Edge Hill, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We want them to feel valued and believe they can achieve their full potential within a happy, purposeful and safe learning environment through a broad, balanced and creative curriculum that is challenging, stimulating and active.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We will consider the challenges faced by vulnerable pupils, including those that are open to agencies. The activities we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching and quality CPD is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support (this can be identified within our Academy Improvement Plans - AIPs). This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs along with ensuring excellence for all. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Focused CPD to support all staff, ensuring this is of high-quality so that this can impact on quality first teaching.
- Ensure disadvantaged pupils are challenged and supported in the work that they're set, carefully tracking this group and providing support as required to intervene appropriately.
- The approach to be rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.
- Staff to take responsibility for disadvantaged children's 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	<p>Improve Academic Attainment To raise attainment of PP children particularly in reading, writing and maths</p> <p><b>Pupil Premium End-of-Year Teacher Assessment 2025</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>58% PPG 80% non-PPG</td> <td>42% PPG 66% non-PPG</td> <td>42% PPG 78% non-PPG</td> </tr> <tr> <td>4</td> <td>69% PPG 79% non-PPG</td> <td>56% PPG 75% non-PPG</td> <td>44% PPG 77% non-PPG</td> </tr> <tr> <td>5</td> <td>90% PPG 89% non-PPG</td> <td>60% PPG 79% non-PPG</td> <td>70% PPG 80% non-PPG</td> </tr> <tr> <td>6</td> <td>71% PPG 88% non-PPG</td> <td>67% PPG 82% non-PPG</td> <td>57% PPG 78% non-PPG</td> </tr> </tbody> </table>	Year	Reading	Writing	Maths	3	58% PPG 80% non-PPG	42% PPG 66% non-PPG	42% PPG 78% non-PPG	4	69% PPG 79% non-PPG	56% PPG 75% non-PPG	44% PPG 77% non-PPG	5	90% PPG 89% non-PPG	60% PPG 79% non-PPG	70% PPG 80% non-PPG	6	71% PPG 88% non-PPG	67% PPG 82% non-PPG	57% PPG 78% non-PPG
Year	Reading	Writing	Maths																		
3	58% PPG 80% non-PPG	42% PPG 66% non-PPG	42% PPG 78% non-PPG																		
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6	71% PPG 88% non-PPG	67% PPG 82% non-PPG	57% PPG 78% non-PPG																		
2	<p>Enhance Social and Emotional well-being of the children</p> <p>Children learning how to navigate social interactions, and having trouble making or maintaining friendships, sharing, or cooperating with others. School pressures, friendships, or home life triggering stress or anxiety, and children having the skills to cope and manage these feelings effectively. Children also struggling with self-doubt, feelings of inadequacy, or fear of failure, which can affect their motivation, engagement, and willingness to try new tasks.</p>																				
3	<p>Increase and maintain attendance and punctuality</p> <p>To improve attendance of Pupil Premium and decrease percentage of Persistent absence</p> <p>So far this year (December 2025):</p> <p>Pupil premium attendance 94.1% National average 92.2% 0.95% unauthorised and non-PPG 0.30</p> <p>Pupil premium persistent absence 25% - EHA PPG 9.1% - EHA non-PPG National average PPG 25.7%</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.

Intended outcome	Success criteria
<p>1. To ensure strategies are in place to raise attainment in maths, reading and writing in disadvantaged pupils.</p>	<p>Ensure that all pupils achieve quality first teaching:</p> <ul style="list-style-type: none"> <li>-Continual Professional Development on school priorities (see AIPs).</li> <li>-Incremental Coaching programme (ECT – UPS) across school to ensure quality first teaching is a key focus.</li> <li>-All teachers know the disadvantaged children, their attainment and progress within the context of the class and the cohort and school.</li> <li>-PPG a focus and priority during Pupil progress meetings.</li> <li>-Children are identified, including PP children, who will benefit from attending interventions.</li> <li>-All adults linked to the child’s learning are fully aware of their needs, targets, and the planning for the following week.</li> <li>-Interventions are planned with realistic and achievable goals, therefore promoting progress.</li> </ul>
<p>1. Improved maths attainment for disadvantaged pupils at the end of KS2 at expected and higher.</p>	<p>Maths outcomes in 2025/26 show that 80%+ of disadvantaged pupils meet the expected standard at the end of KS2.</p> <p>Focused analysis of data to support awareness of this pupil group and tracking of these pupils.</p> <p>Targeted support in class, results in accelerated progress of PPG pupils &amp; reduction in the attainment gap with non-PPG.</p>
<p>2. Improved reading attainment among disadvantaged pupils across the school and at the end of KS2.</p>	<p>Reading outcomes in 2025/26 show that 80%+ of disadvantaged pupils meet the expected standard at the end of KS2.</p> <p>Focused analysis of data to support awareness of pupil group and tracking of these pupils.</p>
<p>3. Improved writing attainment among disadvantaged pupils across the school and at the end of KS2.</p>	<p>Writing outcomes in 2025/26 show that 80%+ of disadvantaged pupils meet the expected standard at the end of KS2.</p> <p>Assessments and observations indicate significantly improved writing skills and vocabulary among disadvantaged pupils.</p>
<p>4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <p>The overall attendance rate for disadvantaged pupils will be in line with non-disadvantaged pupils. (School target equal to or above national [96%]).</p> <p>The percentage of disadvantaged pupils persistently absent to be in line with non-disadvantaged.</p>

## 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)

cost: £56,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff professional development on improving pedagogy and the impact of emotional wellbeing this will support staff to develop breadth and depth of vocabulary in reading, writing and maths</p>	<p>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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	1
<p>Implement an incremental coaching program across school that supports quality first teaching and supports practitioners' skills in the classroom. Utilise Steplab to ensure small steps of support are provided and recorded.</p>	<p>Coaching and mentoring can lead to a range of positive outcomes for mentees, including improved teaching practice, confidence and self-belief, enhanced teacher-student interactions, and an improved classroom environment.  <a href="#">Mentoring and coaching of teachers (NIoT)</a></p>	1
<p>Providing opportunities for staff to undertake professional development within school but also access to National Professional Qualifications.</p>	<p>Recruitment and retention of teaching staff - for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs)  <a href="#">Effective Professional Development</a></p>	1
<p>Enhancement of the maths teaching and curriculum planning in line with DfE and EEF guidance.            Support Mastery specialist teacher to ensure high quality CPD and teaching mastery in maths            Continue to embed mastery skills throughout the school and purchase resources to support deeper learning and understanding.            Fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>            NCETM Mastery Evidence, Exemplification and Illustration  <a href="#">NCETM Mastery Evidence and Guidance</a></p>	1

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

Budgeted cost: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fund the provision of full-time TA in each year group to lead and implement a targeted program of interventions.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2</p>
<p>Additional phonics sessions are targeted at disadvantaged pupils who require further phonics support.</p> <p>All year groups have a highly qualified and experienced TA to deliver targeted programs.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2</p>

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

Budgeted cost: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focus on curriculum opportunities outside the classroom to support the new, fun and exciting curriculum.</p> <p>Provide opportunities through LOtC (Forest Schools) for families to have the opportunity to learn together to develop learning behaviours and improve wellbeing, health and relationships.</p> <p>Initiate and embed community support and facilities to enrich opportunities</p> <p>Part fund provision of Forest School Teachers.</p>	<p><a href="https://www.lotc.org.uk">Evidence and Research - Council for Learning Outside the Classroom (lotc.org.uk)</a></p> <p><a href="https://www.oecd.org/education/school/50293148.pdf">https://www.oecd.org/education/school/50293148.pdf</a></p>	2,3
<p>Embedding principles of good practice are set out in the DfE's advice.</p> <p>Embed practices and strategies that support good attendance.</p> <p>Provide time for members of SLT to provide bespoke support to families and children.</p>	<p>Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p> <p><a href="http://www.gov.uk">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p>	2,3
<p>Provide a range of opportunities to enrich pupils:</p> <p>Entrust Music Services</p> <p>Lunch clubs – Performance club, Choir, Drum club, timestables etc</p> <p>After school clubs – Boxing, Archery etc</p>	<p>Extracurricular activities, including sports, outdoor activities, and arts and culture - for example, music lessons and school trips.</p> <p><a href="http://educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="http://educationendowmentfoundation.org.uk">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p>	2,3
<p>Continue to focus on pupil needs to support social and emotional needs and also well-being.</p> <p>Identify pupils with relevant needs and ensure access to Hope is provided, reviewing individual needs as required.</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions (Hope and Nurture) monitoring the impact of these choices carefully.</p> <p><a href="http://educationendowmentfoundation.org.uk">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	2,3

<p>Continue to implement the use of Arbor, website and also Social Media to communicate effectively and showcase learning opportunities.</p> <p>Continue to implement parent workshops, parent lunches and PTA events.</p>	<p>Communicating with, and supporting, parents.</p> <p>Levels of parental engagement are consistently associated with improved academic outcomes.</p> <p>Practical approaches, such as supporting shared book reading or tailoring positive communications about learning, can prove actionable for schools.</p>	<p>2,3</p>
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**Total budgeted cost: £98,000**

## **Part B: Review of the previous academic year**

# Outcomes for disadvantaged pupils

Information taken from the schools IDSR (Inspection Dashboard Summary Report)

## Attendance:

### FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	70	93.4%	92.4%	Close to average	Relative improvement	-
2023/24 (3 term)	70	92.4%	92.0%	Close to average	Relative decline	-
2022/23 (3 term)	64	94.1%	91.6%	Above	Not available	-

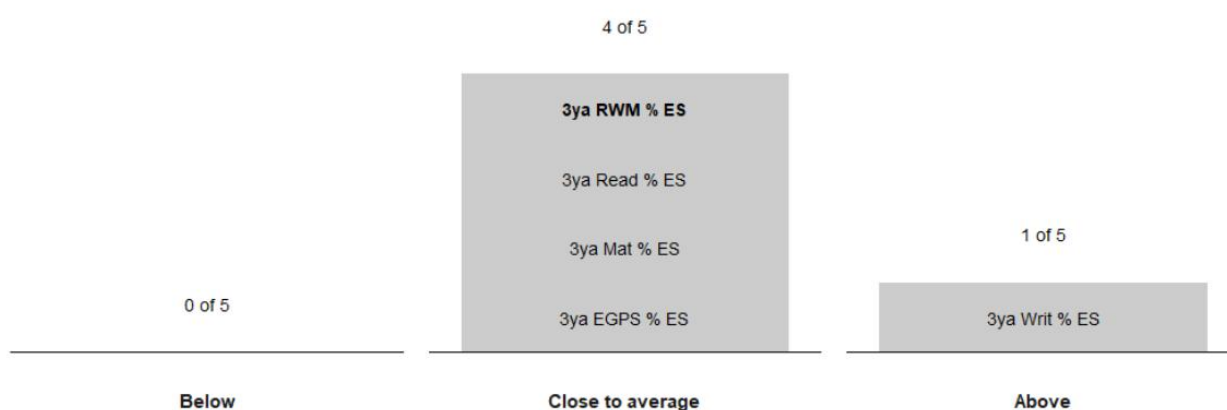
Edge Hill's attendance remains above the national figures and close to the average distribution banding. There is also a relevant improvement in 2024/25 vs the National trend.

## Attainment:

### Multi-year average

The chart below summarises school performance for the disadvantaged pupil group compared to national performance of the disadvantaged pupil group across all attainment measures in this report. The school's measures are grouped by the relative performance of their multi-year average for each measure, where available.

Year	Key stage 2 (Year 6) cohort	MTC (Year 4) cohort	Phonics (Year 1) cohort
2025, 2024, 2023	59	-	-

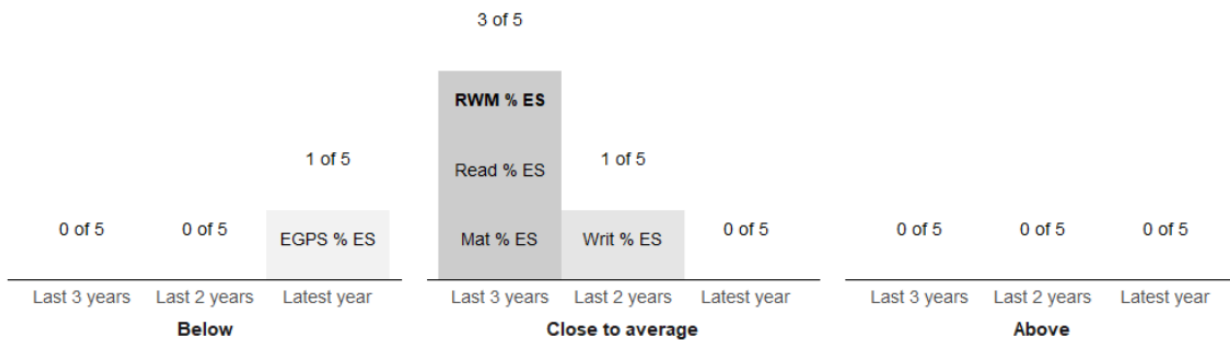


The Multi-year average shows that no subject areas are below average when comparing National performance of disadvantaged children. Writing is above average at the expected standard.

## Individual years

The chart below summarises school performance for the disadvantaged pupil group compared to national performance of the disadvantaged pupil group across all attainment measures in this report. The school's measures are grouped by their relative performance in the latest year, and further divided to show whether that level of performance was observed in the latest year only, or if it has been sustained for the last 2 or 3 years.

Year	Key stage 2 (Year 6)		MTC (Year 4)		Phonics (Year 1)	
	Cohort	Context	Cohort	Context	Cohort	Context
2025	22	-	-	-	-	-
2024	20	-	-	-	-	-
2023	17	-	-	-	-	-



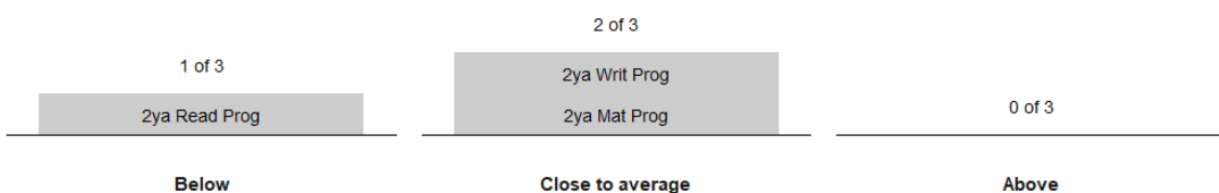
All subjects for single years at the expected standard are close to average for disadvantaged pupils when compared to national. This is apart from English Grammar Punctuation and Spelling which is below for the latest year of performance.

## Progress:

### Multi-year average

The chart below summarises school performance for the disadvantaged pupil group compared to national performance of the disadvantaged pupil group across all progress measures in this report. The school's measures are grouped by the relative performance of their multi-year average for each measure, where available.

Year	Reading progress cohort	Writing progress cohort	Maths progress cohort
2023, 2022	41	41	41

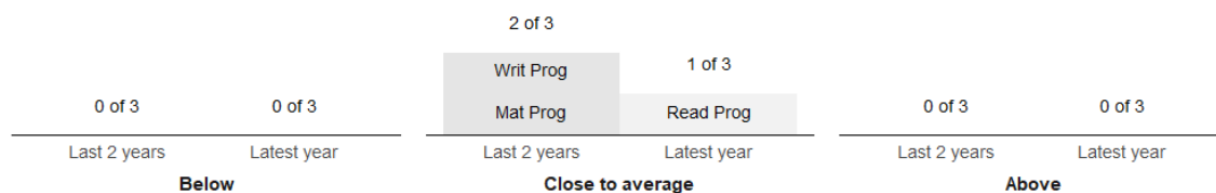


From the multi-year progress data compared to National figures the subject of Writing and Maths are close to average but the reading performance is below.

### Individual years

The chart below summarises school performance for the disadvantaged pupil group compared to national performance of the disadvantaged pupil group across all progress measures in this report. The school's measures are grouped by their relative performance in the latest year, and further divided to show whether that level of performance was observed in the latest year only, or if it has been sustained for the last 2 or 3 years.

Year	Key stage 2 (Year 6)			
	Reading progress cohort	Writing progress cohort	Maths progress cohort	Context
2023	17	17	17	-
2022	24	24	24	-



When breaking the progress data down into individual years, all 3 subjects are close to average with reading close to average for the latest year.

### Individual subject breakdown comparing Disadvantaged pupils to national and also non-disadvantaged pupils.

#### Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	59	44%	46%	Close to average (non-sig)	68%	-24	Not applicable	Not applicable
2025	22	41%	47%	Close to average (non-sig)	69%	-28	Widening	-
2024	20	40%	46%	Close to average (non-sig)	67%	-27	Widening	-
2023	17	53%	44%	Close to average (non-sig)	66%	-13	Not available	-

For the combined outcomes of Reading, Writing and Maths, the academy is close to average when comparing national disadvantaged pupils. The gap to non-disadvantaged is decreasing but still relatively wide -24% over 3 years.

### Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	59	59%	62%	Close to average (non-sig)	80%	-20	Not applicable	Not applicable
2025	22	59%	63%	Close to average (non-sig)	81%	-22	Narrowing	-
2024	20	55%	62%	Close to average (non-sig)	80%	-25	Widening	-
2023	17	65%	60%	Close to average (non-sig)	78%	-14	Not available	-

For reading, when comparing disadvantaged pupils to national disadvantaged, the banding is close to average and not significant. The gap to national non-disadvantaged has narrowed this year.

### Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	59	68%	59%	Above (non-sig)	78%	-10	Not applicable	Not applicable
2025	22	68%	59%	Close to average (non-sig)	78%	-10	Narrowing	-
2024	20	60%	58%	Close to average (non-sig)	78%	-18	Widening	-
2023	17	76%	58%	Above (non-sig)	77%	-1	Not available	-

For writing, the comparison between disadvantaged pupils is above national and also narrowing when compared to national non-disadvantaged.

### Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	59	58%	60%	Close to average (non-sig)	80%	-22	Not applicable	Not applicable
2025	22	64%	61%	Close to average (non-sig)	81%	-17	Narrowing	-
2024	20	50%	59%	Close to average (non-sig)	79%	-29	Widening	-
2023	17	59%	59%	Close to average (non-sig)	79%	-20	Not available	-

For maths, the comparison between the academy disadvantaged and national disadvantaged is close to average and the gap to national non-disadvantaged is narrowing.

#### Disadvantaged pupils - EGPS expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	59	56%	59%	Close to average (non-sig)	78%	-22	Not applicable	Not applicable
2025	22	45%	60%	Below (non-sig)	79%	-33	Widening	-
2024	20	60%	59%	Close to average (non-sig)	78%	-18	Widening	-
2023	17	65%	59%	Close to average (non-sig)	78%	-14	Not available	-

For English Grammar Punctuation and Spelling, the 3 year trend is close to average, however, for 2025 it is below when comparing to national disadvantaged pupils. The gap is also widening when comparing to non-disadvantaged pupils.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*