

Pupil premium strategy statement – Poulton St Chad’s C of E Primary School



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	234
Proportion (%) of pupil premium eligible pupils	13%
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)	2023–24 2024–25 2025–26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Nicole Bitsakaki Headteacher
Pupil premium lead	Matt Blackburn Deputy Headteacher
Governor / Trustee lead	Mrs A Vanes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,707
Recovery premium funding allocation this academic year (enter £0 if not applicable)	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£52,707

Proportion of pupils eligible for Pupil Premium	13%
Pupil Premium Spent this year	£52,707
Pupil Premium Funding to be carried forward	£0

Part A: Pupil premium strategy plan

Statement of intent

At Poulton St Chad's CofE Primary School we strive to ensure the best possible outcomes for all our pupils – regardless of their start in life and home circumstance. We firmly believe that each child deserves the best education in order to achieve the success in opportunities that life presents to them. We recognise that children do not all have the same start in life and it is important that all staff understand that. Pupil Premium funding in school allows us to provide children with additional support, whether that be with teaching and learning in class or opportunities in the wider curriculum. Ultimately, our aim is to ensure that disadvantaged pupils are given the same opportunities as their peers and because of this, are able to make progress in line with their peers.

At Poulton St Chad's we ensure that quality-first teaching is at the heart of everything we do. As part of this, we ensure that disadvantaged children are presented with high quality learning opportunities in and out of the classroom on a daily basis. We also aim to ensure that good or better progress is made and celebrated, and that attainment is not the sole focus.

In addition to quality-first teaching, we aim to give all children targeted support, whether this be academic or social and emotional. Here at Poulton St Chad's we can currently rely on experienced and enthusiastic support staff who are skilled at tailoring the learning to the needs of individual children, whether this be in class support or in support groups. We are also supported by Family Support Worker who is again very skilled at identifying the social and emotional needs (in addition to the teaching and support staff) of the children and putting appropriate and purposeful support in place for these children. We feel it is important to ensure we are providing the children that may not have the same level of support from home that other children benefit from, the nurture that they require, in addition to academic support they receive.

We will ensure that disadvantaged pupils are challenged appropriately in the tasks that they are set, given their individual starting points. We will be proactive when identifying the needs of the children in order to act and intervene at the earliest opportunity. We will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils: their attainment, progress, social and emotional health and involvement in the curriculum and wider opportunities.

Finally, we are mindful when considering wider strategies for disadvantaged children. At Poulton St Chad's CofE Primary School, we carefully consider the attendance of disadvantaged children. We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on

encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning opportunities and also having access to our Family Support Worker to encourage and support good attendance in school. We are also committed to offering a range of extra-curricular clubs for all pupils. In addition to this, the children in receipt of Pupil Premium are offered opportunities to attend a range of clubs, events, trips and opportunities out of school.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality of children in receipt of Pupil Premium continues to be low. Whilst action has been taken to rectify this, 73% of those in receipt on Pupil Premium have an attendance that falls below 98%. This leads to a loss of learning time and further gaps in knowledge. 50% of those in receipt of pupil premium have an attendance below 95%.
2	Outcomes in relation to progress and attainment. It is important to analyse attainment data for all children within school but it is more pertinent to also analyse progress data to ensure that those in receipt of Pupil Premium are making good or better progress, even if there are gaps in their knowledge.
3	Lack of engagement with home learning tasks. This includes parental support with tasks such as reading, spellings and mathematics tasks in addition to creative tasks from a broad and balanced curriculum.
4	Issues with social, emotional and mental health. There continues to be an influx of parents coming into school asking for additional support in one or more of the areas above. This is particularly prominent in EYFS and appears to be one of the long-term impacts of the Covid pandemic.
5	Pupils with significant gaps in knowledge and learning require specific support and intervention in order to try and 'close the gap' and make good or better progress.
6	Aspirations of children and families. Some of these children and families have low self-esteem, which can lead to them setting themselves low goals to achieve in the immediate future and later in life. This can be echoed by parents, creating a cycle of low aspiration.

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
To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	To close the gap between whole school attendance and pupils in receipt of pupil premium funding and bring their attendance closer to school target of 98%. (PP Currently at attendance average of 89.99%, 93.10% average without severely absent pupil whose attendance is currently at 0%) Reduce Proportion of pupils in receipt of pupil premium classed as persistent absentees.

Quality First Teaching supported by evidence informed CPD for teachers and support staff.	Pupil Premium children make accelerated progress in English and Mathematics with the intention of them achieving age related expectations. Progress to be shared with SLT at termly Pupil Progress meetings.
Targeted academic support providing effective, specific and timely intervention programmes.	Teacher assessments will evidence that gaps in learning will have been addressed through targeted in-class, small group and 1:1 intervention. Catch up session to be carried out by support staff in group and individual cases.
To ensure our most vulnerable pupils have opportunities to access a wider curriculum	Our disadvantaged pupils will attend extra-curricular activities within and outside of school. Important that children get to access clubs and opportunities that they may not get outside of school.
To ensure our most vulnerable pupils (and parents) have opportunities to discuss emotional, social and mental health	Family Support Worker available to work in groups and 1-1 cases with children. FSW also offer opportunity for parent drop-in.

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.

Pupil Premium activity and expenditure for Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Effective Questioning Strategies training was delivered in the previous academic year by Ian Richardson and formed part of our pupil Premium spend.	EEF Toolkit: High Quality Teaching: 'The best available evidence indicates that great teaching is the most important lever schools have to increase pupil attainment.	2 5	No additional Pupil Premium Cost.

<p>This academic year, this training continues to be adapted by MB and then delivered more widely across school at the appropriate level. In January 26, new teaching staff will receive this training with further plans to adapt this for support staff later in the academic year.</p>	<p>Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p>	<p>6</p>	<p>Funded through staff costings.</p>
<p>Continuing development of a Maths Mastery approach supported by Power Maths scheme.</p> <p>HT carried out lesson observations in Autumn and SLT carried out book look and standards are currently high in most areas and the scheme is well embedded. Further monitoring to take place from SLT as year progresses.</p> <p>Maths kit boxes are now embedded for ALL children but these will aid the less able and the PPG children.</p>	<p>EEF Research: Cognitive strategies include subject-specific strategies or memorisation techniques such as methods to solve problems in maths.</p> <p>Metacognitive strategies are what we use to monitor or control our cognition, for example checking whether our approach to solving a mathematics problem worked or considering which cognitive strategy is the best fit for a task.</p>	<p>2 5 6</p>	<p>No additional Pupil Premium Cost.</p> <p>Funded through Mathematics and resources budget this academic year.</p>
<p>In previous academic year, teaching staff were supported and coached AHT and DHT.</p> <p>The primary focus of this coaching was planning, teaching and assessing a learning sequence within English using the Lancashire planning as well as Guided Reading.</p> <p>AHT and DHT continue to support ECTs with regular ECT Mentor meetings and ECT Tutor meetings and coach other staff on a need by need basis.</p>	<p>EEF Maximising Professional Development</p> <p>'Professional Development must help teachers understand the why, how and when of the approaches being advocated, not just offer a simple recipe. In order to build this understanding, PD should use some of the same methods that work for building student pupils' understanding, such as managing their cognitive load and revisiting prior learning.'</p>	<p>2 5</p>	<p>No additional Pupil Premium Cost.</p> <p>Funded through staff costings.</p>

Pupil Premium activity and expenditure for Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
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<p>Nature and Nurture group to be run once per week by a member of support staff.</p> <p>This provision is available for ALL KS2 children and all children do access this group but staff also ensure that PPG children get additional opportunities as and when appropriate.</p>	<p>UK Parliament: Evidence on Children and Young People's Mental Health:</p> <p>'Nurture groups have been proven to achieve improvements in the social, emotional and behavioural skills of children, as well as to deliver improvements in attainment, attendance and resiliency. promoting children's emotional wellbeing, building resilience and establishing and promoting good mental health.'</p>	<p>1</p> <p>4</p> <p>6</p>	<p>No additional Pupil Premium Cost.</p> <p>Funded through staffing budget.</p>
<p>Small group (between 4 – 8 children in each) intervention sessions before school delivered by support staff and planned by teaching staff.</p> <p>These intervention sessions happen in both key stages and are reviewed by SLT at termly Pupil Progress Meetings.</p> <p>These sessions are typically 30 minutes in length, though in some cases, can last for 45minutes.</p>	<p>EEF – Making best use of teaching assistants</p> <p>Expenditure on TAs is one of the most common uses of the Pupil Premium in primary schools, a government initiative that assigns funding to schools in proportion to the number of pupils on FSM.</p>	<p>2</p> <p>5</p>	<p>£4368</p>
<p>Previously Precision Teaching and SEN support has been a role that has been carried out by a member of staff in a dual role within school.</p> <p>However, going forward, we believe it will best benefit the children in school if someone takes this role full time. This member of staff will be working with children who have been identified as working at well below age related expectations for their year groups or may need some SEMH support. At present, approximately a third of the children attending these sessions will be in receipt of PPG.</p>	<p>Precision Teaching: A Teacher's Guide</p> <p>'Precision Teaching is a revolutionary method that aims to address the individual needs of students, particularly those who struggle with specific areas of the curriculum. This technique has gained recognition for its effectiveness in ensuring high levels of accuracy and fluency in the learning process. As opposed to traditional teaching methods, Precision Teaching focuses on tailoring educational experiences for each student, thereby fostering an environment conducive to skill acquisition and fluency development.'</p>	<p>2</p> <p>3</p> <p>5</p> <p>6</p>	<p>£14254</p>

Pupil Premium activity and expenditure for Wider strategies (related to attendance, behaviour, wellbeing, extra-curricular opportunities)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<p>Unfortunately, the FSW that was appointed in the summer term of 2024 resigned during autumn term 2025. A new FSW was appointed in autumn term 2025 and will begin the role in January 2026.</p> <p>The role of a FSW within school is to support children with additional behavioural, social and emotional needs as well as their families too.</p> <p>Our Family Support Worker typically works alongside children in class as well as delivering carefully planned small group or 1:1 sessions to address the individual needs of a child or a small groups of children. The FSW regularly liaises with SLT and the SENCO.</p>	<p>EEF - 'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life.</p> <p>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.'</p>	<p>4</p> <p>1</p>	<p>Family Support Worker Salary</p> <p>£17686</p>
<p>Our Attendance Champion works alongside SLT and Office Staff to ensure that attendance is very closely monitored within school. Clear systems are in place for monitoring absences and those who are classified as persistent absentees are contacted in appropriate ways. Our Attendance Officer also works alongside teaching staff to ensure that attendance recording systems in each class are carried out effectively and consistently and that children are accounted for, whether in the classrooms during learning time or at social times such as lunch.</p> <p>We now have a governor who takes a lead role in attendance monitoring. She now meets with the Attendance Champion termly to support and challenge the systems we have in place in school and to monitor the impact these have on all children's attendance and focusing in particular on vulnerable children and the disadvantaged.</p>	<p>EEF Toolkit: Supporting School Attendance. "One programme found to have a positive impact on attendance used several different approaches depending on the needs of pupils, including a team to monitor and track attendance, parental communication and motivation systems.</p>	<p>4</p> <p>1</p>	<p>£4591</p> <p>Money from PPG put towards Attendance Champion full wage.</p>
<p>We have attempted to build and foster strong relationships with parents and carers with further exploration of views and opinions through online questionnaires about school life and fortnightly newsletters.</p>	<p>EEF Toolkit: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to engage</p>	<p>3</p> <p>4</p>	<p>No additional Pupil Premium Cost.</p>

	with all parents to avoid widening attainment gaps.	6	Questionnaires created and results collated by HT.
As a school we are committed to ensuring that Pupil Premium children continue to receive Free School Meals throughout their time at Primary School in order to boost their health, wellbeing and education and ensure that their aspirations are not determined by their current socio-economic situation.	The Food Foundation: Free School Meals offer multiple benefits, including to children's health, wellbeing and education.	4 6	£5510
<p>SLT identified that Gymnastics was an area of weakness within the PE curriculum. It was also discussed that (as the EEF research explains) that children from disadvantaged backgrounds are less likely to benefit from sports activities that they might enjoy if given the opportunity to attend.</p> <p>With this in mind, we appointed a gymnastics coach to teach some of the PE sessions within KS2, as well as run a Gymnastics club after school once per week – thus giving a wide range of pupils an opportunity to learn a sport that they may not have the opportunity to do otherwise, as well as learn from an experienced member of staff in this field.</p>	<p>EEF Toolkit: Physical Activity - Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs.</p> <p>By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p>	3 6	£4798
<p>Trips, visitors and other academic experiences are subsidised for children in receipt of PPG.</p> <p>We are aware that the cost of living is affecting a lot of families but it is also important that this does not impact on children's opportunities in the wider curriculum too as we attempt to build their interests and encourage future aspirations.</p>	<p>EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health.</p> <p>Education Endowment Foundation: Support for schools - School-improvement-planning -3-wider-strategies</p>	3 6	£1500 set aside from PPG fund to cover this.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 6 data 2024-2025: (6 children in receipt of PP funding)

- For Reading, 100% of PP children were working at ARE or above. (83% meeting ARE and 17% GD)
- For Writing, 67% of PP children were working at ARE.
- For Maths, 67% of PP children were working at ARE.
- For GPS, 83% of PP children were working at ARE or above. (33% achieved GD)
- For Science, 83% of PP children were working at ARE.

Evaluating Previous Intended Outcomes

1. To monitor attendance/punctuality of pupils receiving PP.

Progress has been made in this area but PP attendance still falls below school targets and below those not in receipt on PP. This is to remain an area of focus as seen in this new statement.

2. To monitor the progress made by pupils in receipt of PP, given their individual starting points.

Good progress has been made in this area as evidenced by the Y6 data outlined above. PP children also make good progress in other year groups too due to robust measures in place to track progress as well as attainment. HT and DHT hold Pupil Progress Meetings each term to monitor progress whilst HT and SENCO hold Provision Map meetings to track progress of SEN children. PP Lead to continue monitoring progress of PP children going forward in collaboration with Assessment Lead. These monitoring processes will remain in place going forward though a new section is to be included on proforma for progress meeting regarding progress for PP children going forward.

3. To monitor the quality of provision for PP children

Quality provision is now in place for these children and will continue to be so in the current PP Strategy. Provision is monitored through Provision Map meetings with HT and SENCO and Pupil Progress Meetings with HT and DHT. Provision

for children is also discussed and monitored as part of SLT meetings (HT, DHT, AHT). These monitoring processes will remain in place going forward.

4. To oversee the provision of the wider curriculum to pupils in receipt of PP

All pupils (including PP) at Poulton St Chad's continue to be given an excellent extra curriculum. This is an area that we are proud of at St Chad's and will continue to offer going forward. After each opportunity, staff and children complete an evaluation form which is sent to HT and DHT, which helps evaluate the educational impact of the activity. This process has been recently adapted to capture both student and staff voice

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