

Pupil premium strategy statement – Poulton-le-Sands CE Primary School

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	155
Proportion (%) of pupil premium eligible pupils	34.8%
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)	2025-2026 2026-2027 2027-2028
Date this statement was published	06/11/2025
Date on which it will be reviewed	November 2026
Statement authorised by	The Governing Board
Pupil premium lead	Mrs Laura Gardner
Governor / Trustee lead	Mr Peter Bennett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,430
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>	£82,430

Part A: Pupil premium strategy plan

Statement of intent

At Poulton-le-Sands CE Primary School all members of staff and governors accept responsibility for all pupils; recognising that a significant number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential. The ultimate objectives for our pupils who are in receipt of pupil premium are:

- **Raise attainment** in reading, writing and mathematics so that disadvantaged pupils achieve outcomes in line with, or exceeding, those of their peers.
- **Improve attendance and engagement** with learning, ensuring that pupils are present, motivated, and ready to learn.
- **Support emotional wellbeing and social development**, enabling pupils to develop positive relationships, self-regulation, and a strong sense of belonging.
- **Broaden pupils' experiences** through access to enrichment, cultural capital, and extra-curricular opportunities that extend learning beyond the classroom.

1. Raise Attainment for Disadvantaged Pupils in Reading, Writing and Maths

Context:

50% of our pupils in receipt of pupil premium have multiple barriers to learning, e.g. SEND, persistent absence, social care involvement. Many of our disadvantaged pupils start school with lower levels of attainment and language development compared to their peers. Limited early vocabulary exposure and fewer opportunities for reading and structured play at home can hinder communication, comprehension and early literacy. These gaps often persist and widen over time if not addressed through high-quality teaching and targeted intervention.

Intent:

We aim to close these attainment gaps through a focus on high-quality teaching, early intervention and consistent use of evidence-informed strategies. We have identified children, through pupil progress meetings, who are not making the expected progress and are focused on meeting their needs. Our approach aligns with the EEF's guidance on effective teaching and learning, emphasising explicit instruction, scaffolding and feedback. We prioritise early reading, phonics and fluency (in both reading and maths), ensuring all pupils develop strong foundations in literacy and numeracy. Targeted academic support, including small-group tuition (precision teach) ensures that pupils receive the right help at the right time.

2. Improve Attendance and Engagement with Learning

Context:

Some disadvantaged pupils face barriers to consistent attendance, including challenges related to wellbeing, family circumstances and motivation. Currently, 28% of pupils in receipt of the Pupil Premium are classified as persistently absent, indicating that attendance among this group is lower than that of pupils not receiving the Pupil Premium. Reduced attendance can lead to fragmented learning experiences and a lack of engagement in classroom activities, further widening the attainment gap.

Intent:

We are committed to ensuring that all pupils attend school regularly and engage positively in their learning. Our approach combines the early identification of attendance issues with a supportive, family-centred strategy to remove barriers to attendance. Using data-driven monitoring, we work closely with

families and external agencies to provide timely and appropriate support. Through our Christian vision, we aim to nurture intrinsic motivation and a genuine love of learning. Our strategy emphasises promoting attendance by addressing the wellbeing needs of pupils and their families. This includes providing enriching experiences—such as those offered through our *Lifeboat List* and *Spirituality Tracks*—that many children might not otherwise encounter. By building strong relationships between parents, staff, and our pupil and family support worker, we actively engage with families to encourage and sustain good attendance.

3. Support Emotional Wellbeing and Social Development

Context:

At Poulton-le-Sands, we recognise that children need to be ready to learn by having their personal, social, emotional, and developmental needs met. This is particularly important for pupils entering the EYFS, as it ensures they build strong foundations for success throughout their primary school journey. We also acknowledge that our pupils come from a range of different backgrounds and may face social and emotional challenges linked to trauma, economic hardship, or family instability. These factors can affect a child's confidence, self-regulation, and overall readiness to learn.

Intent:

We aim to nurture emotional resilience, positive relationships, and a strong sense of belonging through a whole-school approach to wellbeing. Our provision includes access to pastoral support, counselling through Barnardo's, and opportunities for social skills development, underpinned by the EEF's evidence that social and emotional learning can lead to significant academic benefits. From the earliest stages, we prioritise strong relationships with families and the early identification of need. Early visits to nursery and initial conversations with families joining the EYFS enable staff to build trust and gather valuable insight into each child's background and needs. The use of the *WellComm* programme supports early identification and targeted intervention for speech and language development. We also have a dedicated wellbeing team for EYFS, KS1, and KS2, which meets regularly to discuss pupil needs and ensure early, coordinated responses. Staff within each phase engage in regular check-ins to share insights, monitor progress, and plan next steps for support. Our experienced pupil and family support worker plays a key role in this provision, working closely with the school's DSLs to access Early Help and prevent the escalation of need. Through these joined-up approaches, we create a safe, inclusive environment where pupils feel valued, understood, and confident to take risks in their learning.

4. Broaden Pupils' Experiences Through Enrichment Opportunities

Context:

At Poulton-le-Sands, we recognise the importance of providing a wide range of cultural, creative and extracurricular opportunities. Broadening pupils' experiences helps to expand their vocabulary, deepen their background knowledge and raise their aspirations — all of which are essential for academic achievement and personal growth. Addressing gaps in these experiences also supports the development of confidence, curiosity, and engagement in learning.

Intent:

We are committed to enriching the curriculum and ensuring that every pupil has access to a wide range of experiences that extend learning beyond the classroom. Through our wider curriculum, *Lifeboat List*, *Spirituality Tracks*, clubs, and competitions, pupils are able to build cultural capital and make meaningful connections between their classroom learning and the wider world.

These opportunities are carefully planned to complement academic learning, promote social development, and raise aspirations. In line with DfE and EEF guidance, enrichment is not viewed as an add-on, but as a vital component of an equitable education that fosters ambition, creativity, and a lifelong love of learning.

Challenges

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

Challenge number	Detail of challenge
1 Attendance	The attendance of pupils in receipt of pupil premium is below that of their peers and a greater proportion are classed as persistent absentees.
2 Outcomes	A proportion of pupils in receipt of pupil premium are not making expected progress.
3 Pastoral	Many pupil premium children face multiple barriers to learning. Pupils emotional wellbeing, social and behavioural needs affect their ability to make progress and their readiness to learn.
4 SEND	58% of pupils on our SEND register are entitled to PPG and an increasing number of children need SALT intervention.

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 pupils make accelerated progress from their starting points, meaning the attainment gap between disadvantaged pupils and their peers in reading, writing and maths is significantly reduced. Improved oral language skills and vocabulary among disadvantaged pupils.	Pupil progress data shows disadvantaged pupils are achieving expected progress in reading, writing and maths. Standardised assessment scores indicate narrowing of the attainment gap between disadvantaged pupils and peers. Assess each student's reading age and select texts that align with their individual reading level. Phonics screening and reading fluency checks show consistent improvement year-on-year. Assessments and observations to indicate significantly improved oral language among disadvantaged pupils. This to be evident when triangulated with other sources of evidence, including engagement in lessons, book looks and ongoing formative assessment.

The attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	Whole-school and pupil-level attendance data demonstrates improvement in attendance rates. Reduction in persistent absence percentages among disadvantaged pupils. Increased participation in lessons, clubs and enrichment activities.
Disadvantaged pupils access pastoral support to overcome barriers to learning linked to wellbeing. Pupils feel included and confident to participate fully in school life.	Staff and parental feedback indicate pupils demonstrate improved confidence, independence and social interactions. 87% of parents attended parents evening appointments during Autumn 2025. Qualitative data from pupil voice and teacher observations. Evidence to show impact of one-to-one and small group wellbeing/mental health support. An increase in participation in enrichment activities, particularly among disadvantaged pupils.
Disadvantaged pupils access a wide range of enrichment opportunities and cultural experiences. Participation in enrichment supports motivation and confidence.	All children have experienced a wide range of learning experiences in and out of the classroom. High participation rates of disadvantaged pupils in trips, clubs and extracurricular activities. Disadvantaged children are supported so that they can fully take part in all activities.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £37,465.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-School Phonics Training – Supersonic Phonics	The DfE's "The Reading Framework" states that "systematic synthetic phonics is one of the most secure and best-evidenced areas of pedagogy". GOV.UK Assets	2
Whole School approach to spellings – Supersonic	The DfE research report "RR178" (on curriculum expectations) highlights that from Year 2 onwards, pupils are expected to spell words by applying phonics, segmentation, syllabication etc. GOV.UK Assets	2
Review SEND provision for pupil premium children and ensure needs are being addressed. Additional SENDCo time, including time with class teachers	The EEF's "<i>Guide to the Pupil Premium</i>" emphasises that for pupils with SEND who are also disadvantaged, "specific approaches ... may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology." CloudFront+2EEF+2 - This means that the role of the SENDCo coordinating such targeted approaches and liaising with class teachers is aligned with evidence-informed practice. The DfE's "<i>Supporting SEND</i>" report highlights that tailored support and in-class adjustments plus early identification of needs are important for pupils with SEND to access the full curriculum. GOV.UK - This supports the notion that time allocated to SENDCo work (with class teachers) for reviewing and adapting provision is valid.	2, 4
Full time pupil and family support worker to help remove barriers to learning on a daily basis enabling teachers to focus on learning. Kidsafe	The EEF notes that such approaches are particularly valuable for disadvantaged pupils, as one of the main barriers they face is limited support at home or lack of capacity in the home learning environment. EEF+1 The EEF's "Evidence brief on improving attendance and support for disadvantaged pupils" states that responsive interventions	2, 3

	which meet individual pupil needs (including family support, attendance liaison, home-school liaison) show promise in narrowing the disadvantage gap due to improved attendance and engagement. EEF	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £25,560.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole School training on targeted intervention - Precision teach	The EEF highlights that targeted academic support — such as small-group interventions or one-to-one tuition — has “positive impact ... including for those pupils who are not making good progress across the spectrum of achievement.” EEF+2EEF+2 This aligns with Precision Teaching: it is a structured, targeted intervention focusing on pupil-specific learning goals and frequent measurement, making it part of the “targeted academic support” tier in the EEF’s framework.	2, 4
Mastering Number approach being phased in within Years 1 and 2.	The EEF Early Years Toolkit states that early numeracy approaches typically increase learning by about +7 months for children. EEF+2Cedars School+2 • This suggests that investing in strong number-sense and fluency early on has meaningful impact. • For disadvantaged pupils (with lower starting points or limited early exposure), this is especially relevant. The broader evidence on teaching for mastery, early fluent number work and using structured short sessions for number fluency supports the approach. For example, the EEF Evidence Store’s “Promoting Fluency with Numbers and Sequences” emphasises fluency of number and count sequences as beneficial.	2, 4
Targeted CPD for staff	A review by the Education Policy Institute found that high-quality CPD programmes have a statistically meaningful effect on pupil outcomes (effect size ≈ 0.09) — roughly comparable to the difference between a new teacher and one with ten years’ experience. Education Policy Institute	2, 4
Targeted approach to arithmetic in KS2	The EEF report “Improving Mathematics in Key Stages 2 and 3” emphasises that pupils	2, 4

	should master basic mental arithmetic (addition, subtraction, multiplication, division) and recall times-tables quickly, noting that those who don't may struggle later. EEF This reinforces the idea that a targeted arithmetic intervention (focused on fluency and accuracy) is essential for disadvantaged pupils whose arithmetic skills may be weak, so that they are not held back in later mathematics.	
Three-pronged approach to reading (Listening to, Reading to, Teaching of)	The DfE's guidance, " <i>The Reading Framework</i> ", highlights the importance of talk, story-times and modelling of fluent reading in Reception and KS1. For example, it states that "children should have opportunities to hear books read aloud daily" and that this supports rich vocabulary, comprehension and enjoyment. GOV.UK	2, 3, 4
Assess each student's reading age and select texts that align with their individual reading level.	EEF highlights the need for good diagnosis and assessment to identify where children are struggling (is it phonics, comprehension, or both). Digital Education Resource Archive	2, 3, 4
A focus on oracy right through school. Additionally oracy support for children who receive pupil premium.	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	2, 3, 4
Expose pupils to a range of vocabulary in context to bridge the vocabulary gap across school.	Sentence-level teaching ... should be a key component of any writing curriculum. ... In the early stages of learning to write, sentence-level composition should be practised orally. GOV.UK +1	2, 4
Effective deployment of staff and teaching assistants to support key children and year groups.	□ In March 2025 the EEF published an updated guidance report on TA deployment, based on a new review of evidence from over 50 studies. EEF+2 □ The updated guidance lists five actionable recommendations: 1. Deploy TAs in ways that enable all pupils to access high-quality teaching. Research Schools Network 2. Deploy TAs to scaffold learning and to develop pupils' independence. Schools Week+1 3. Deploy TAs to deliver well-chosen, evidence-based, structured interventions where appropriate. EEF+1 4. Prepare and train staff around effective TA deployment. Twinkl 5. Engage all staff in the process of implementing effective TA deployment. Research Schools Network+1	2, 4

TA currently working across KS2 to support teaching and learning based on identified needs	The EEF's updated guidance (March 2025) on TA deployment emphasises that TAs should be deployed in ways that allow pupils to access high-quality teaching, that they deliver well-chosen, evidence-based, structured interventions, and that they are trained and supported for their role. Twinkl+3EEF+3junipereducation.org+3	2, 4
WellComm programme supports early identification and targeted intervention for speech and language development	he DfE's early years guidance, "Best Start in Speech, Language and Communication" emphasises that early language delays are strongly linked to later under-attainment and recommends early screening and intervention. GOV.UK	2, 4

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

Budgeted cost: £19,498

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil and Family Support Worker for vulnerable children and families – key support needed to ensure attendance is maintained and readiness to learn. • CAF/ TAF process with vulnerable families allowing them to access key services • Bespoke and intensive support for the most vulnerable pupils in school including those at risk from exclusions • Attendance monitoring and meetings when needed. • Engage the relevant support professionals in line with the Attendance policy and Medical Conditions policy to encourage good attendance. • Attendance to be a focus item for key	The EEF's "<i>Supporting school attendance</i>" guidance emphasises that improving attendance is a complex, multifaceted challenge and that effective approaches include building a holistic understanding of pupils and families, diagnosing individual needs and barriers. EEF+1	1, 2, 3, 4

pupils at parent evenings and pupil progress meetings. • Increased links with, SEND team and Health Professionals • Introduction of fines for unauthorised absence		
Additional time for EYFS teacher to gather early to gather valuable insight into each child's background and needs.	The EEF's guidance "Preparing for Literacy" for Early Years emphasises that early, high-quality interaction, assessment and understanding of children's individual needs is key to building early language and literacy foundations. EEF The EEF page on "Diagnose your pupils' needs" states: "Gather and reflect on a wide range of data to build a rich picture ... including pupil and family feedback: identify strengths and challenges." EEF This supports giving staff time to gather contextual information (including background, language exposure, home learning) to inform teaching.	1, 2, 3, 4
Attendance rewards and parental engagement	The EEF's "Deliver targeted interventions to supplement universal provision" guidance on attendance emphasises that beyond universal policies, tailored, responsive interventions (which may include parental involvement) are needed for pupils with persistent or complex attendance issues. EEF	1, 2
Equal access to a variety of clubs and trips, sporting opportunities, including experiences from our Lifeboat List, linking to our Spirituality Tracks.	□ The government's "An Unequal Playing Field: extra-curricular activities, soft skills and social mobility" research (via Department for Education) identifies that extra-curricular activities boost social networks, soft skills, confidence, and that children from disadvantaged backgrounds are significantly less likely to engage in them. GOV.UK □ A specific study by Youth Sport Trust flagged that sport and enrichment connected with improved attendance and engagement among disadvantaged pupils — e.g., when schools deliberately offered non-traditional or inclusive sporting opportunities to engage those less likely to participate. Youth Sport Trust	1, 2, 3, 4

Total budgeted cost: £82,523.90

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Looking at baseline assessment from EYFS, it shows that children start our school at a low starting point. The data demonstrate that across school, children in receipt of pupil premium do tend to attain less well than those not in receipt of pupil premium. It is not the case across all cohorts or subjects however, significant enough for us to focus on.

Results from July 2025:

EYFS

Overall GLD: 57%

Disadvantaged GLD: 13%

Non-Disadvantaged GLD: 44%

Disadvantaged Gap: 31%

National Average: 67.7%

Phonics

Overall Achieving Expected Standard: 86%

Disadvantaged: 87.5%

Non-Disadvantaged: 85.7%

Disadvantaged Gap: 0.2%

National Average: 80%

KS1 Reading

Overall Achieving Expected Standard: 65%

Disadvantaged: 10%

Non-Disadvantaged: 60%

Disadvantaged Gap: 50%

KS1 Writing

Overall Achieving Expected Standard: 55%

Disadvantaged: 5%

Non-Disadvantaged: 50%

Disadvantaged Gap: 45%

KS1 Maths

Overall Achieving Expected Standard: 70%

Disadvantaged: 10%

Non-Disadvantaged: 60%

Disadvantaged Gap: 50%

Year 4 Timetable Check

Overall Achieving Expected Standard: 50% (25/25) 19% (20-24)

Disadvantaged: 0 (25/25) 0 (20-24) (2 children who are PPG did not take the test)

Non-Disadvantaged: 62% (25/25) 23% (20-24)

KS2 Reading

Overall Achieving Expected Standard: 57%

Disadvantaged: 33%

Non-Disadvantaged: 75%

Disadvantaged Gap: 42%

National Average: 75%

KS2 Writing

Overall Achieving Expected Standard: 57%
Disadvantaged: 33%
Non-Disadvantaged: 69%
Disadvantaged Gap: 36%
National Average: 72%

KS2 Maths

Overall Achieving Expected Standard: 43%
Disadvantaged: 25%
Non-Disadvantaged: 56%
Disadvantaged Gap: 31%
National Average: 74%

Attendance Summer 2025

Overall Attendance: 94.25%
Disadvantaged: 92.16%
Non-Disadvantaged: 95.59%
Disadvantaged Gap: 3.43%
National Average Attendance: 94.8%

Parents Evening – Autumn 2025

EYFS

Overall Attendance: 95%
Disadvantaged: 100%
SEND: 100%

Year 1

Overall Attendance: 78%
Disadvantaged: 55%
SEND: 37%

Year 2

Overall Attendance: 92%
Disadvantaged: 100%
SEND: 83%

Year 3

Overall Attendance: 100%
Disadvantaged: 100%
SEND: 100%

Year 4

Overall Attendance: 70%
Disadvantaged: 59%
SEND: 20%

Year 5

Overall Attendance: 72%
Disadvantaged: 60%
SEND: 33%

Year 6

Overall Attendance: 100%
Disadvantaged: 87.5%
SEND: 100%

Externally provided programmes

Programme	Provider
Intensive Focused Support for Maths Mastery	NNW Maths Hub (NCETM)