

Pupil premium strategy statement – Lostock Hall 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 | 169 |
| Proportion (%) of pupil premium eligible pupils | 14 (0.8%) |
| 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) | 24-26 |
| Date this statement was published | November 2025 |
| Date on which it will be reviewed | November 2026 |
| Statement authorised by | Graham Hamilton |
| Pupil premium lead | Sarah Ackerley |
| Governor / Trustee lead | To be appointed |

Funding overview

| Detail | Amount |
|--|--------|
| Pupil premium funding allocation this academic year | £23680 |
| 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> | £23680 |

Part A: Pupil premium strategy plan

Statement of intent

Statement of Intent

At Lostock Hall Primary School we believe firmly in our vision 'Fun and Excellence'. When writing our statement, we have used the guidance provided by The EEF to the Pupil Premium. Our strategy is based on the key principles that evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas, with a particular focus on teaching.

Common barriers to learning for disadvantaged pupils are identified as support at home, communication and language skills, pupil confidence, behaviour and attendance and punctuality.

Our key objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To use holistic data to understand and support pupils' health and wellbeing and enable them to access learning at an appropriate level (including consistently high attendance and punctuality)

The key objectives will be met by:

- Investing in high-quality teaching and learning opportunities to meet the needs of all pupils
- Targeted additional academic support for some pupils focussed on their specific needs.
- Support for non-academic issues belonging to vulnerable groups that impact success in schools, such as attendance, behaviour and social and emotional challenges.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Achieving these objectives:

- ✓ Training and professional development for teachers (in-house and nationally recognised qualifications)
- ✓ Purchasing high quality teaching resources
- ✓ 1:1 support and additional teaching and learning opportunities within targeted interventions
- ✓ Providing access to Before and After-School Club
- ✓ Help with the cost of educational trips and enrichment hobbies
- ✓ Early identification of need is robust
- ✓ Quality first teaching is the most important factor in ensuring every child achieves to their full potential
- ✓ The progress of disadvantaged pupils has a high profile within termly pupil progress tracking meetings where barriers are identified and acted on
- ✓ Working with parents
- ✓ Annual review with the parents of PP funded pupils, discussing how school can meet their needs
- ✓ Teaching Assistant are allocated to specific groups of pupils to provide small group interventions to overcoming gaps in learning and accelerate progress

Challenges

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

| Challenge number | Detail of challenge |
|-------------------------|---|
| 1 | Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. |
| 2 | Pupils to meet the expected standard at Key Stage 1 and Key Stage 2; internal assessments indicate that combined attainment (R, W, M) among disadvantaged pupils is below that of non-disadvantaged pupils |
| 3 | Develop oracy skills and knowledge within speaking and listening of all pupils, with a view to improving reading fluency and writing composition. |
| 4 | Cost implications for additional extra-curricular activities, including clubs, trips and residentials, put a financial strain on our families with children who access pupil premium, in turn affecting their opportunities to access 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 |
|--|---|
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2024/25 demonstrated by the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being narrowed and in line with national standards |
| Improved attainment among disadvantaged pupils at the end of KS2 in reading, writing and mathematics combined. | 2024/2025 KS 2 outcomes show a higher percentage of pupils achieving national expectation in reading, writing and mathematics combined. Disadvantaged pupils to achieve in line with non-disadvantaged pupils. |
| To develop oracy culture across school, developing and embedding skills and knowledge within speaking and listening of all pupils, with a view to improving reading fluency and writing composition. | Consistent use of oracy strategies, encouraging active listening and adapting communication for different audiences. Oracy strategies used to develop reading fluency, ensuring pupils are adapting pace, intonation, volume and gestures to meet national expectation at the end of KS2. Oracy strategies used in the planning stages of writing and collaboration with others to edit and improve writing outcomes. |
| To achieve and support consistent wellbeing amongst pupils families, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by a significant increase in participation in enrichment activities, particularly among disadvantaged pupils supported by school. Holistic data using key state holder surveys. |

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: £3,459.66

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Sharing of best practice through Maths Hub created opportunities for staff to observe Maths in other settings and attend training courses: Maths No Problem and Mastering Number Cost £606 | High Quality Teaching is imperative in improving all pupils' outcomes as research shows it narrows the disadvantage gap. | 2 |
| Created opportunities for release time for subject leaders to audit subjects enabling consistency across school Cost £2558.66 | High Quality Teaching is imperative in improving all pupils' outcomes as research shows it narrows the disadvantage gap. Investment in embedding and tailoring the English and Maths schemes to meet the needs of all pupils from all categories e.g. PP, SEND | 2 |
| Implement oracy strategies via staff training sessions led by Oracy Lead Cost £295 CPD for lead to attend series of training sessions | Oral language approaches have a high impact on pupil outcomes (+6 months' additional progress based on tests in reading comprehension). Interaction for learning is a key aspect of these interventions. Strongest evidence arises when interventions that are integrated with the existing curriculum. Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils | 3 |

| | | |
|--|---|--|
| | <p>taking part, the more effective the intervention seemed to be.</p> <p>Oracy approaches have a positive impact on oral language outcomes too, such as a pupil's ability to retell a story or understand spoken vocabulary.</p> <p>Some studies report improved pupil attitudes, attention, self-regulation or confidence.</p> <p>Studies that focus on speaking, listening, or a combination of the two, all show positive impacts on attainment.</p> <p><i>(EEF: Oracy)</i></p> <p>Children with good language skills achieve better results in English and Maths and have higher rates of school enjoyment and confidence.</p> <p>On leaving school, pupils are less likely to suffer mental health difficulties and have more job prospects.</p> <p><i>(VOICE 21: Impact Report)</i></p> | |
|--|---|--|

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

Budgeted cost: £13,220.34

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Strategic use of Teaching Assistants in classrooms supporting small groups of pupils/1:1 across school with a Maths and English focus (formative and summative assessments are used to target specific groups of pupils and these interventions run alongside classroom teaching.)</p> <p>A team of highly Skilled teachers used to over see the support of teaching assistants to deliver high quality intervention programmes.</p> <p>Cost: £9,115.22</p> | <p>Research from EEF makes recommendations for the deployment of Teaching Assistants:</p> <ul style="list-style-type: none"> • Deploy TAs in ways that enable all pupils to access high quality teaching • Deploy TAs to scaffold learning and to develop pupils' independence • Deploy TAs to deliver well chosen, evidence based, structured interventions where appropriate | 2 |
| <p>Resources purchased to improve teaching across school (consistency in visuals to aid understanding of content taught and means of communication)</p> <p>Costs - Widget £300</p> <p>Maths No Problem £3620.12</p> <p>Pathways £125</p> <p>Classroom resources £60</p> | <p>Consistency in teaching strategies applied support the progression of skills from Early Years to Year 6</p> | 2 |

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

Budgeted cost: £7000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Buy back into the Cheshire East Traded Service for attendance support to reduce absenteeism among pupils: one half day per month in school Cost £1000</p> | <p>Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). Small improvements in attendance can lead to meaningful impacts for these outcomes. EEF: Attendance Interventions: Rapid Evidence Assessment 2022</p> | <p>1</p> |
| <p>Whole staff attachment training and theory to assist supporting children in relation to adoption Training booked to be delivered by Cathy Moss, Cheshire East Jan 2025 Cost - Free</p> | <p>Impact of attachment training for schools in UK</p> <p>Attachment training for schools in the UK has shown positive outcomes in enhancing the wellbeing and educational outcomes for children and young people. Here are some key impacts of attachment training in schools:</p> <p>Improved Wellbeing: Schools with attachment awareness programs have reported increased student wellbeing, leading to better attendance and engagement.</p> <p>Enhanced Learning: The training has been linked to improved learning outcomes, as schools have better equipped staff to support children's emotional needs.</p> | <p>2</p> |

| | | |
|--|--|-------|
| | <p>Support for Vulnerable Children: Attachment-aware schools are better prepared to identify and support children with emotional and behavioural needs, ensuring they receive the nurturing environments they need to grow.</p> <p>Positive Classroom Dynamics: The training fosters a supportive classroom climate, which can lead to fewer behavioural incidents and stronger academic outcomes.</p> | |
| <p>After school activities, school trips and music lessons Cost- £6000</p> | <p>Enhanced curriculum opportunities have broaden the pupils learning development and well being. PP funding allows all pupils to have the same experiences as their peers as advised in the personal development section in the EIF. Well being of wider family as well as child impacts on pupils learning engagement.</p> | 1 & 4 |

Total budgeted cost: £23,680

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Internal data demonstrates that the gap is narrowing in KS 2
- Year 1 Phonics Data – 74% Passed This included 3 out of 4 disadvantage learners. Interventions were put in place to support some of the children in Year 1, with some success – several went on to pass the phonics screening. The remaining 6 children who did not pass are being targeted through further intervention groups, (Little Wandle) which will continue into Year 2. They will be reassessed June 2026.
- Year 2 Phonics - 100% Pass (3 children). 3 children arrived in Year 2 having failed the screening test in year 1. They received interventions and all successfully passed the screening test this year. 1 of these was a disadvantage pupil.
- Year 4 Times Table 75% of disadvantaged pupils passed
- KS 2 data shows:
 - 100% of disadvantaged pupils were working at National Standard in reading and writing.
 - 100% of disadvantaged pupils were working at National Standard in maths.
 - 75% of disadvantaged pupils were working at National Standard in grammar.
 - 100% of disadvantaged pupils achieved a combined grade of working at National Standard.
- Attendance of disadvantaged pupils was 92.28% at the end of the year 24/25.

Externally provided programmes

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

| Programme | Provider |
|-----------|----------|
| N/A | N/A |

Service pupil premium funding (optional)

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

N/A

FURTHER INFORMATION

Pupil Premium

Types of whole school support include:

- Emotional support – Cool Connections intervention/ resilience
- Booster groups – SATS preparation
- 1:1 support
- Breakfast (when necessary)
- Snacks/ school dinners provided
- Speech therapy – Lara Gratfix JSALT advise
- School enhancement trips / hobbies payment support
- School uniform
- Music lessons
- Before and after school club

Celebrations

- All children are accessing additional support
- Many of the outcomes that have been achieved have been positive for the children
- Oracy Programme - Pupil voice suggests most children enjoy school and are positive about the opportunities they have to express themselves.

Points for development:

- Write a guide to supporting pupil premium pupils within the everyday classroom for both teachers and teaching assistants.
- Continue to monitor the impact of attendance and punctuality of disadvantage pupils.
- Continue to raise the progress of PP children at half termly progress tracking meetings.
- To increase the % of disadvantaged pupils on obtaining greater depth in reading, writing and maths.