



Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2025 to 2026 academic year 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	Billinge Chapel End Primary School
Number of pupils in school	160 (191 including Nursery and 2 year old provision)
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	20 th October 2025
Date on which it will be reviewed	9 th March 2025
Statement authorised by	C. Hewitt (Headteacher) A. Marsh (Senior Finance Officer for The Everyone Matters School's Trust)
Pupil premium lead	C. Hewitt (Headteacher)
Governor / Trustee lead	Mr S. Gaskell

Funding overview

Detail	Amount
Pupil premium funding allocation academic year 2025-2026	£43,620
Recovery premium funding allocation this academic year	£0
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	£0



Part A: Pupil premium strategy plan

Statement of intent

At Billinge Chapel End Primary School we aim to offer fully inclusive provision. Disadvantaged children receive appropriate support to help them overcome barriers to learning. This document sits in line with the school inclusion policy and equality statement.

Challenges

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

Challenge number	Detail of challenge
1	Communication and language barriers for children entering school in the EYFS
2	The percentage of children in receipt of pupil premium funding achieving the expected standards in phonics at the end of year 1
3	The percentage of children in receipt of pupil premium achieving age related expectations in Maths compared to non-pupil premium
4	The percentage of children in receipt of pupil premium achieving age related expectations in English – reading and writing compared to non-pupil premium
5	Pupil Premium children attendance figures are lower than non-pupil premium attendance figures.
6	Significant rise in the percentage of children with SEND and EHCPs and social emotional needs impacting on outcomes.



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
1) Communication and language barriers for children entering school in the EYFS are overcome.	Children's attainment from Baseline assessments to the end of the year have improved in terms of 'Communication and Language'.
2) The percentage of children in receipt of pupil premium funding achieving the expected standards in phonics at the end of Year 1 has increase compared to 2025.	Children in receipt of pupil premium funding achieving the expected standard in the phonics screening.
3) The percentage of children in receipt of pupil premium achieving age related expectations in Maths is closer in line with non pupil premium children.	The percentage of pupil premium children achieving age related expectations in Maths has increased closing the gap compared to non-pupil premium children.
4) The percentage of children in receipt of pupil premium achieving age related expectations in English reading and writing is closer in line with non-pupil premium children.	The percentage of pupil premium children achieving age related expectations in English reading and writing has increased closing the gap compared to non-pupil premium children.
5) Pupil Premium children attendance figures are in line with non-pupil premium.	Pupil premium attendance figures are in line with non-pupil premium figures excluding genuine illness absences.
6) Children with SEND and EHCP plans receiving support.	Children with high SEND needs are supported to give access to non-SEND children to first quality teaching and learning in the classroom.



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)

Budgeted cost: £ 4,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train staff in the use of 'Drawing Club'.	Drawing Club – “CAN I GO AND PLAY NOW..?”	1
Train staff in talk - pants	Talk PANTS: Conversation to help keep children safe NSPCC	1
EYFS Hub training for staff and moderation support	Local Authority recommended training and support	1
Annual purchase of reading assessments and book updates (ELS)	Essential Letters and Sounds	3
Purchase of NFER maths assessments	NFER Tests – NFER	2
Purchase of NFER reading assessments	NFER Tests – NFER	3
Staff time for NFER analysis and pupil progress meetings	Analysis of the tests will give accurate identification of need which can be addressed through interventions	2+3
Purchase of DFE approved synthetics phonics Essential letters and sounds resources	SSP Programme ELS – Essential Letters & Sounds (essentiallettersandsounds.org)	3
Essential Letters and Sounds new staff training	Knowledge Schools Trust – Home	3
Essential Letters and Sounds subscription	SSP Programme ELS – Essential Letters & Sounds (essentiallettersandsounds.org)	3
Staff training in Maths through the North West Learning Partnership	Home :: North West Learning Partnership	2



Purchase of WhiteRose Maths subscription	White Rose Maths Free Maths Teaching Resources CPD Training	2
Whole school staff training on 'Are you really reading' run by the SHINE group.	Are You Really Reading? – SHINE	3
Purchase of supporting 'Are you really reading' materials	Are You Really Reading? – SHINE	3
Staff training on trauma Informed practice	Trauma informed training – Merseyside Violence Reduction Partnership	5
Learning assistant quality intervention and APDR training	ST Helens Local Authority have recent historical evidence that their specialist input has supported schools in developing the quality of teaching and learning.	2+3
Subscription to timestables rockstars/ numbots- to support the development of rapid recall of tables and numberbonds	Times Tables Rock Stars (trockstars.com)	2
Subscription to Literacy Shed	Literacy Shed - Teaching Resources Made Easy	3
Subscription to Literacy counts ready steady spell	Literacy Counts	3
Purchase of the PSHE +RSE SCARF programme	The Impact of our Work (coramlifeeducation.org.uk)	6
Staff training in pastoral strategies including PATHS by Barnardo's	The PATHS® Programme for Schools (UK & NI Version) Barnardo's	6
Recruitment of an Educational Welfare Officer to monitor attendance and support school and families in maintaining good attendance figures above 95%	Attendance records kept in school and shared with the DFE through the attendance toolkit. Attendance toolkit for schools.pdf	5



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

Budgeted cost: £ 33,386

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Dedicated Teacher Time and Learning support assistants for 'Drawing Club'</i>	Drawing Club – “CAN I GO AND PLAY NOW..?”	1
Dedicated Learning support to provide targeted personalised academic support including learning lodge and LSA support in classes.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1/2/3/4/5/6
<i>Dedicated Learning support assistants for additional phonics sessions targeting disadvantaged pupils</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2+3
<i>Dedicated Learning support assistants for additional Pastoral support targeting disadvantaged pupils</i>	The PATHS® Programme for Schools (UK & NI Version) Barnardo's Trauma informed training – Merseyside Violence Reduction Partnership	4/5



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

Budgeted cost: £ 3,215

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a clerical officer with a role to monitor attendance	Evidence from historical attendance data supported by Local Authority and OFSTED inspections praising the actions of our Attendance officer on site.	4
School funded places in breakfast and afterschool club for disadvantaged children	More than just a meal: breakfast club attendance and children's social relationships — Northumbria University Research Portal	4+5
Pupil premium children are offered teacher led extra curricular activities in priority over non-PP children	Children's University EEF (educationendowmentfoundation.org.uk)	4+5
Subscription to Jigsaw RE	RE 3-11 - Jigsaw	6
Staff training relating to PATHS and trauma informed support.	Training in supporting children in conflict and resolution will support mental health.	5
<i>Dedicated Learning support assistants to provided emotional support to identified children</i>	https://afaeducation.org	5

Total budgeted cost: £ 40,881



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 2024 to 2025 academic year.

Target 1) Improved oral and language skills and vocabulary among disadvantaged pupils

- The % of children in Reception children achieving age related expectations in communication and language increased by 29% from baseline to Summer.

Target 2) Disadvantaged children to have reduced the gap in attainment in Maths compared to non-disadvantaged children

Maths	Disadvantaged	Non disadvantaged
Year 1	50%	80%
Year 2	75%	76%
Year 3	71%	69%
Year 4	0%	87%
Year 5	60%	72%

Target 2 to remain a target as only 40% of classes achieved in line with non-pupil premium with 80% closing the gaps.

Target 3)

Disadvantaged children to have reduced the gap in attainment in Maths compared to non-disadvantaged children

Maths	Disadvantaged	Non disadvantaged
Year 1	25%	60%
Year 2	50%	64%
Year 3	85%	77%
Year 4	66%	86%
Year 5	60%	84%



Target 3 to remain in place 80% have closed the gap however there is still a gap that needs reducing further in 80% of the year groups.

Target 4)

Pupil premium children attendance figures to be in line with non-pupil premium attendance figures excluding genuine illness.

Pupil premium attendance = 95%

Non pupil premium = 96%

Both percentages are within the category of St Helens Local Authority 'GOOD ATTENDNACE'.

Target 5)

Support in place to cater for social and emotional wellbeing of children.

CPOMS evidence and staff voice shows how staff training and dedicated areas have supported children's social and emotional well-being.