

Pupil Premium Strategy Statement – Frodsham CE 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	225 (including Nursery)
Proportion (%) of pupil premium eligible pupils	4.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-26
Date this statement was published	7.10.25
Date on which it will be reviewed	1.7.26
Statement authorised by	L Kirby, Headteacher
Pupil premium lead	Z Coates, Disadvantaged Pupils Lead
Governor / Trustee lead	J Cawley-Gelling, Disadvantaged Pupils Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,320
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£21,320

Part A: Pupil premium strategy plan

Statement of intent

Love each other, as God loves us. John 15:12

At Frodsham CE Primary School, we endeavour to:

- Create a warm and welcoming ethos centred on shared Christian values
- Develop happy, confident, and resilient children who show respect for themselves and others and make a positive contribution to their community
- Make learning fun inside and outside of the classroom by providing a broad range of exciting and rich learning experiences which challenge and motivate all children
- Recognise every child is unique, meet their individual needs and celebrate their achievements
- Encourage all to be the best they can be

Our core Christian values are: Love, Respect, Kindness, Community, Faith, Resilience.

It is our belief that all our pupils, irrespective of their background or the challenges they face, are children of God, and that we should show them love, as God loves us. It is therefore our intention that they make good progress and maximise their potentials in the hope of giving them the best start to life. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve the best that they can across the curriculum, learning a broad and balanced curriculum whilst feeling happy, safe, and nurtured. We will consider the various challenges faced by vulnerable pupils and do our best to overcome them. At the heart of our approach is looking after wellbeing, and delivering high-quality teaching, with a focus on areas in which disadvantaged pupils require the most support, such as maths and English. It is our intention that disadvantaged pupils' attainment will be sustained and accelerated, with the aim of minimising and diminishing any gaps between them and their non-disadvantaged peers. To ensure that the budget is spent effectively, we will aim to; increase the overall attendance of disadvantaged children; improve their positive mental wellbeing; support and challenge them in their work; and provide them with an enriched curriculum. In line with our mission to help children recognise and appreciate spirituality, we aim to develop their understanding of the 'wow connections' between *me, you, others and God*. Through this, we seek to nurture awe, curiosity, and a deep sense of belonging, helping every child – including those who are disadvantaged – to see their unique value and purpose within our loving school community.

Challenges

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

Challenge number	Detail of challenge
1	The attendance of some disadvantaged children is lower than the school average and where this is the case it has a significant impact on their progress and attainment.
2	Baseline assessment in the Early Years shows that some disadvantaged children's communication, personal social and emotional and literacy skills can be below typical on entry.

3	A range of factors (e.g. reduced school attendance; difficulty with social interaction; home circumstances) have resulted in some children having low self-esteem or significant social and emotional needs.
4	Home life and circumstances can have an impact on children's wellbeing and attainment.

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 increase the number of disadvantaged children making consistently strong progress in reading, writing and maths to diminish the difference in attainment between disadvantaged and non-disadvantaged children.	The percentage of disadvantaged children making consistently strong progress in reading, writing and maths will increase. The gap in attainment at the expected standard in reading, writing and maths between disadvantaged and non-disadvantaged children will be minimised or diminished.
To continue to increase the overall attendance of disadvantaged children so that the difference between disadvantaged and non-disadvantaged pupils is diminished.	The gap in attendance between disadvantaged and non-disadvantaged children will further diminish.
To promote disadvantaged children's positive mental wellbeing, improve their self-esteem and resilience, and to reduce anxiety and other emotional challenges.	Disadvantaged children's mental wellbeing, self-esteem and resilience will be improved.
To provide disadvantaged children with an enriched curriculum, so that no children are missing opportunities.	Disadvantaged children will be provided with an enriched curriculum.

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: £3,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To continue to increase the number of disadvantaged children making consistently strong progress in maths, reading and writing to</i>	The Department for Education's <i>New Writing Framework</i> (July 2025) explicitly stresses the need for teacher CPD in writing from Reception through KS2, and identifies that pupils with lower attainment — including disadvantaged pupils — should benefit most.	2

<i>diminish the difference in attainment between disadvantaged and non-disadvantaged children.</i> All teaching staff to receive CPD in a current Ofsted focus: the new writing framework.	Ofsted inspection reports affirm that schools investing in consistent, quality writing instruction, improved assessment and feedback, and strong teacher training see accelerated progress in writing, particularly for disadvantaged learners.	
<i>To continue to increase the number of disadvantaged children making consistently strong progress in reading, writing and maths to diminish the difference in attainment between disadvantaged and non-disadvantaged children.</i> More Oxford Reading Tree and RWInc phonics reading resources purchased, to help implement the training above.	Oxford Reading Tree is highly regarded for supporting early reading development. It offers a wide variety of levelled books designed to enhance children's decoding, comprehension, and reading fluency. The system aligns with phonics-based learning, particularly supporting the synthetic phonics approach, which is proven to help children develop essential reading skills through engaging and structured content. https://fdslive.oup.com/www.oup.com/oxed/international/Primary/oxford_levels_study.pdf?region=international	2

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

Budgeted cost: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To increase the number of children attaining the expected level for their age and make greater than expected progress so that they are achieving closer to the expected standard; the difference in attainment between disadvantaged and non-disadvantaged children is diminishing:</i> Several additional skilled teaching assistants withdraw children to work 1:1 and in small groups to focus on improving children's areas for development in reading (both phonics and comprehension), writing and maths lessons to accelerate progress and raise attainment.	It is important that we provide additional support and interventions to children so that they can catch up with their peers. We want disadvantaged children to be attaining in line with non-disadvantaged children. Understanding the meaning of a text requires a combination of word recognition and language comprehension: https://improvingliteracy.org/brief/learning-read-simple-view-reading Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: https://www.oup.com.cn/test/word-gap.pdf Reading comprehension strategies can have a positive impact on pupils' ability to understand a text: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Phonics approaches have a positive impact on the accuracy of word reading, particularly for disadvantaged	2

Children to receive high quality in class support from a skilled teaching assistant who works alongside them in English and maths to accelerate progress and raise attainment. 1:1 or small group intervention programmes and booster groups to raise attainment in reading (including phonics), writing and maths, delivered by skilled Teaching Assistants.	pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics “Children should be successful writers able to share their ideas confidently and articulately ... It is crucial to the government’s mission to ensure that children are <i>not held back by their background but are supported to achieve and thrive in education and throughout life</i> . Today, not being able to write well is holding too many children back ... Schools need to build the foundations for writing right from the start ...” https://www.gov.uk/government/publications/the-writing-framework/foreword-by-the-secretary-of-state-for-education	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To increase children’s attainment by improving their self-esteem, promoting positive wellbeing, and developing resilience:</i> Provide regular 1:1 or small group sessions with Emotional Literacy Support Assistants in an appropriate designated room with a wide range of resources. Continue to train ELSAs and have access to regular ELSA supervisions to ensure the best quality and most appropriate support is given to our children.	Children who have been affected by circumstances and experiences at home may have low self-confidence and struggle with social and emotional skills, including elevated levels of anxiety. They need support to develop a positive mental well-being to achieve their potential. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life: https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	1, 3, 4
<i>To ensure all eligible children have access to residential visits to develop their independence and social skills:</i> School will fund the cost of residential visits for pupils who are in receipt of free school meals.	No child should miss out on an extra-curricular activity due to financial difficulties. Residential visits have such a positive impact on children’s confidence and self-esteem. https://naee.org.uk/impacts-benefits-residential-experience/ https://education.cogotravel.co.uk/311/blog-benefits-school-residential	3, 4
<i>To provide disadvantaged children with the cultural capital they need to succeed in life:</i> Fund the attendance of music lessons; many children are booked in to receive guitar and piano/keyboard lessons from MusicForLife. Fund educational visits for FSM children.	For several reasons, some children do not have access to the same experiences out of school, as others. It is important that they have all the knowledge and cultural capacity to achieve well and be the best that they can be. https://www.goodschools.com.au/insights/student-experience/the-advantages-of-extracurricular-activities	3, 4

<i>To further diminish the difference in attendance between disadvantaged and non-disadvantaged children, and to improve the attendance of disadvantaged children identified as persistent absentees:</i> Check registers daily and log absences for disadvantaged children. Make contact by phone if necessary and record information as appropriate. Each half term, produce a report and analyse attendance of disadvantaged and non-disadvantaged pupils. Actions and support are swiftly put in place to improve attendance and bring it closer to the school average.	A couple disadvantaged children have attendance below the school average. This impacts significantly on their attainment and progress. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf	1
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Total budgeted cost: £21,400

Part B: Review of the 2025-26 academic year

Outcomes for disadvantaged pupils

Aim 1: To continue increasing the number of disadvantaged pupils making consistently strong progress in reading, writing, and maths, in order to diminish the difference in attainment.

Impact on learning:

- Book samples, pupil voice, staff discussions and spring assessment data show that all disadvantaged children have made progress.
- Small-group and one-to-one interventions in reading comprehension skills, phonics, and maths skills have contributed to accelerated progress in core subjects.

Individual provision has been carefully matched to identified barriers to learning. Following regular assessment, interventions have been adapted throughout the year to address emerging gaps in phonics, reading fluency, spelling, handwriting, mathematics and motor development, ensuring support remains responsive to pupils' needs.

Daily phonics interventions have accelerated progress in early reading, with pupils showing improved word reading accuracy and confidence. Targeted spelling, handwriting and fine motor interventions have contributed to improved presentation, transcription skills and written stamina for identified pupils. Maths interventions have helped pupils secure key number concepts, enabling them to participate more confidently in whole-class learning.

Summary of end of year target data:

Reading

40% of PP pupils are working towards their target.
40% have reached their target.
20% have exceeded their target.
60% are meeting or exceeding their reading target.

Writing

30% of PP pupils are working towards their target.
60% have reached their target.
10% have exceeded their target.
70% are meeting or exceeding their writing target.

Maths

30% of PP pupils are working towards their target.
40% have reached their target.
30% have exceeded their target.
70% are meeting or exceeding their maths target.

Key findings

70% of Pupil Premium pupils are meeting or exceeding their targets in both writing and maths. Reading is a priority, with 60% meeting or exceeding their target and 40% still working towards it. Maths has the highest proportion of pupils exceeding their targets (30%), indicating strong progress for higher-attaining PP pupils. The majority of PP pupils are on track in all three core subjects, with outcomes strongest in writing and maths.

Aim 2: To continue improving the overall attendance of disadvantaged pupils, reducing the gap with their non-disadvantaged peers.

Daily attendance tracking and home communication helps families engage with their learning. Actions funded through the strategy included regular attendance monitoring, prompt communication with families, pastoral support and personalised approaches where attendance concerns emerged.

Attendance data:

Overall school attendance: 97.2%

Disadvantaged: 85.87%

Disadvantaged (without travellers): **98.62%**

Non disadvantaged: 97.5%

Non-Traveller Status: 97.53%

Attendance figures are significantly affected by the small number of pupils from Traveller families. Excluding this cohort, disadvantaged attendance (98.62%) exceeds whole-school attendance, demonstrating the positive impact of targeted attendance support for the majority of disadvantaged pupils.

Aim 3: To promote positive mental wellbeing, build self-esteem and resilience, and reduce anxiety and emotional challenges among disadvantaged pupils.

Impact on emotional health:

- Pupils accessing ELSA provision demonstrate increased confidence in expressing their emotions and report feeling more supported, understood, and equipped to manage strong or 'overwhelming' feelings.
- The consistent use of approaches such as Zones of Regulation, mindfulness activities, structured reflection, growth mindset language, and opportunities to celebrate success has supported pupils in developing greater emotional awareness and a stronger toolkit of self-regulation strategies, enabling them to re-engage more quickly with learning following periods of dysregulation.
- Targeted ELSA programmes focused on social understanding, relationships and self-esteem have enabled identified pupils to develop stronger peer relationships and increased confidence in class.
- Individual pastoral support has reduced emotional barriers to learning, resulting in greater engagement during lessons and improved readiness to learn.
- Staff have observed improved emotional readiness for learning, with a noticeable reduction in anxiety-related barriers to participation. Pupils are increasingly able to persevere when faced with challenge, showing greater resilience and a more positive approach to setbacks.

Aim 4: To provide an enriched curriculum, ensuring equal access to experiences and opportunities.

All disadvantaged pupils have accessed enrichment opportunities which have broadened their experiences beyond the classroom and supported personal development. Staff observations and pupil voice demonstrate increased confidence, motivation and engagement as a result.

Music tuition has had a particularly positive impact for some pupils, improving confidence, perseverance and self-esteem. A number of them have shown excellent enthusiasm for weekly piano and guitar lessons and look forward to attending each session, demonstrating increased confidence and pride in their achievements. One of them has even achieved the copper medal award.

Examples include:

- Visitors: VR experience, Geotechnix, firefighters, world faith and other church visitors, authors and therapy dog.
- Clubs and extra-curricular: Participation in clubs such as Mad Science, Digital Wizards, sports clubs and

guitar, piano and singing lessons (the latter three have been especially enjoyed).

- Educational visits: Imagine That, Greenacres Farm, Weaver Hall Museum, Beeston Castle, Liverpool Museum, Chester Cathedral, various other churches and places of worship from other faiths; whole-school theatre visit to Storyhouse, Condover, Fox Howl.

Participation in clubs and educational visits has increased pupils' cultural capital, strengthened friendships and developed communication skills, ensuring disadvantaged pupils access the same breadth of opportunities as their peers.

Overall evaluation

Pupil Premium funding has been used effectively to provide targeted academic intervention, pastoral support and enrichment opportunities tailored to pupils' individual barriers to learning. Assessment information, work scrutiny, pupil voice and staff observations demonstrate positive impact across academic progress, wellbeing and wider personal development.

While English remains an area for continued development, the majority of disadvantaged pupils are meeting or exceeding their end-of-year targets, with particularly strong outcomes in writing and mathematics. Individualised support, including phonics, ELSA provision, motor skills programmes and enrichment opportunities, has enabled pupils to make progress academically while also developing confidence, resilience and aspiration.

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)

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**

The impact of that spending on service pupil premium eligible pupils