

Pupil Premium Strategy Statement 2026 – Frodsham 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	219
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2026-27
Date this statement was published	5.10.26
Date on which it will be reviewed	1.7.27
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	£14,260
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£14,260

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 are committed to ensuring that every child is known, valued and supported to achieve their full potential. Our Christian vision and values of Love, Respect, Kindness, Community, Faith and Resilience underpin our approach to supporting all pupils, including those who are disadvantaged.

We believe that every child is uniquely created in the image of God and should be enabled to flourish academically, socially, emotionally and spiritually. We seek to provide every pupil with the knowledge, skills, experiences and confidence they need to succeed in school and beyond.

Our Pupil Premium strategy is an integral part of our whole-school approach to improving outcomes. It identifies the barriers experienced by our disadvantaged pupils and ensures that additional funding is used strategically to strengthen high-quality teaching, provide targeted academic support and remove wider barriers to learning.

We recognise that each pupil may experience a different combination of barriers. Our approach is therefore deliberately individualised. We use assessment information, attendance information, pastoral knowledge, discussions with pupils and families, and staff knowledge to identify individual needs and determine the most appropriate support.

We also recognise the significant overlap between disadvantage and SEND within our school. Where pupils experience both disadvantage and additional needs, we use a pupil-centred approach, whereby we identify the specific barriers to learning and provide appropriate support.

Our strategy is built around three complementary priorities:

High-quality teaching and strong foundations – ensuring disadvantaged pupils receive consistently strong classroom teaching, with particular attention to reading, writing, mathematics, prior knowledge and the identification and correction of misconceptions.

Targeted academic support – providing additional teaching and practice where assessment identifies specific gaps or barriers to learning.

Wider strategies – addressing attendance, wellbeing, relationships, participation and other barriers that may affect pupils' ability to engage successfully with education.

Our ambition is that disadvantaged pupils achieve highly from their individual starting points, acquire the foundational knowledge and skills required for future success, and develop the confidence, resilience and independence to flourish. Where gaps in attainment or progress exist between disadvantaged pupils and their peers, we seek to diminish this over time.

We will evaluate the impact of our strategy through progress and attainment information, attendance data, work scrutiny, assessment information, pupil and family voice, staff observations and review of individual provision.

Challenges

Our analysis of the current Pupil Premium cohort identifies the following potential barriers. These are not assumed to apply to every disadvantaged pupil; provision will be adapted according to individual need.

Challenge number	Detail of challenge
1	Some disadvantaged pupils have attendance below the school average or are at increased risk of persistent absence. Missed learning can have a cumulative impact on pupils' acquisition of knowledge, fluency and confidence.
2	Some disadvantaged pupils enter school or move through the primary phase with gaps in communication, vocabulary, phonics, reading fluency, spelling, handwriting, sentence construction or written composition. These gaps can increase the cognitive demands of writing and may limit pupils' ability to express their knowledge across the curriculum.
3	Some disadvantaged pupils have gaps in basic number knowledge, number facts, calculation strategies, mathematical vocabulary or fluency. These gaps can make new learning more difficult to access and can contribute to misconceptions becoming embedded.
4	Some disadvantaged pupils require additional opportunities to revisit and consolidate previously taught knowledge. Gaps in prior learning or insecure retention can affect their ability to access new curriculum content independently.
5	A small number of disadvantaged pupils may experience low self-esteem, anxiety, difficulties with social interaction, reduced resilience or other emotional barriers which can affect engagement, relationships and learning.
6	Some pupils experience circumstances outside school that may affect attendance, wellbeing, readiness to learn or access to enrichment opportunities. The school will seek to work positively with pupils and families to understand and address barriers where appropriate.
7	A number of disadvantaged pupils may also have SEND or additional learning needs. These pupils may require carefully adapted teaching, reasonable adjustments, targeted support or specialist advice. The school will ensure that Pupil Premium provision complements, rather than replaces, the school's responsibilities for SEND provision.

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 will develop secure foundational skills in phonics, reading fluency, spelling, handwriting, sentence construction, vocabulary and written composition.	An increasing proportion of disadvantaged pupils meet age-related expectations in reading and writing. Disadvantaged pupils make strong progress from their individual starting points. Identified gaps in transcription, spelling, handwriting and sentence construction reduce over time. Pupils increasingly demonstrate confidence and independence in writing across the curriculum. Assessment and work scrutiny demonstrate improved application of previously taught knowledge and writing skills.
Disadvantaged pupils will develop secure knowledge and fluency in number, calculation, mathematical language and other identified areas of need.	An increasing proportion of disadvantaged pupils meet age-related expectations in mathematics. Pupils make strong progress from their individual starting points. Identified gaps in number facts, calculation and mathematical understanding reduce. Pupils increasingly retrieve and apply previously taught mathematical knowledge independently.
Disadvantaged pupils will increasingly retain and retrieve important knowledge from previous learning and use it successfully when encountering new content.	Assessment identifies improved retention of key knowledge. Teachers use diagnostic assessment to identify misconceptions and gaps. Pupils demonstrate increasing independence in recalling and applying prior learning. Reduced reliance on adult prompting is evident for identified pupils.
Disadvantaged pupils will attend school regularly and	Attendance for disadvantaged pupils improves where it is below the school expectation.

be supported to overcome individual barriers to attendance.	Persistent absence is reduced and emerging concerns are identified early. Individual attendance concerns are responded to promptly and proportionately. Families and pupils report positive relationships with school and appropriate support.
Disadvantaged pupils will develop confidence, resilience, positive relationships and emotional readiness to learn.	Pupils demonstrate improved confidence and engagement. Identified pupils access appropriate pastoral or emotional support. Pupil voice indicates that pupils feel safe, valued and supported. Staff report increased engagement and readiness to learn where wellbeing has been identified as a barrier.
Financial circumstances will not prevent disadvantaged pupils from accessing the breadth of the school's curriculum and wider opportunities.	Disadvantaged pupils participate in educational visits, residential experiences, clubs, music and enrichment opportunities where these form part of school life. Financial barriers are identified early and addressed sensitively.

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: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers will prioritise secure understanding of foundational mathematical knowledge, particularly: - place value; - number facts; - calculation fluency; - mathematical vocabulary; - representations and manipulatives where appropriate; - reasoning and explanation; - identification and correction of misconceptions. Disadvantaged pupils will receive additional opportunities to practise and consolidate essential knowledge where assessment identifies insecurity. Teachers will identify gaps and misconceptions and will adapt teaching accordingly.	EEF guidance emphasises developing secure mathematical understanding through appropriate progression, mathematical talk, representations and purposeful practice. In the early years and KS1, the EEF particularly highlights the importance of practitioners understanding how children develop mathematical concepts and of providing purposeful opportunities to develop mathematical knowledge throughout the school day.	3, 4, 7
Teachers will systematically identify the essential knowledge pupils need to retain and will build opportunities for pupils to retrieve and apply prior learning into classroom practice. This will include: - short retrieval activities; - revisiting previously taught vocabulary and concepts; - low-stakes checks for understanding; - cumulative review; - retrieval of key number facts and calculation strategies; - revisiting spelling and handwriting patterns; - explicit links between previous and new learning.	EEF guidance on high-quality teaching stresses the importance of taking account of pupils' prior knowledge, anticipating misconceptions and using diagnostic assessment to identify gaps and inform subsequent teaching.	2, 3, 4, 7

Retrieval will be used as part of a wider approach to high-quality teaching in addition to short interventions. Teachers will use information from Whiz Quizzes and assessment activities to help identify and address misconceptions.		
All teachers and teaching assistants will develop their knowledge and consistency in the teaching of writing, with particular attention to the foundational skills identified in the DfE Writing Framework: handwriting; spelling; phonics and word reading where appropriate; sentence construction; oral composition; vocabulary; grammar and syntax; transcription fluency; opportunities for frequent, purposeful writing across the curriculum. Teachers will explicitly model writing processes and provide opportunities for pupils to rehearse ideas orally before writing. Where appropriate, pupils will receive additional practice in transcription and sentence construction before being expected to produce extended independent writing. Teachers will identify pupils who require additional support at an early stage and adapt teaching accordingly.	The DfE Writing Framework (2025) emphasises that pupils need secure foundations in handwriting, spelling and sentence construction and that these skills should become increasingly automatic, freeing pupils' working memory for composition. The Ofsted English research review identifies explicit teaching of foundational writing skills, including spelling, handwriting, sentence construction, grammar and vocabulary, as important components of effective writing instruction.	2, 4, 7

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Where assessment identifies a specific gap in knowledge or skill, disadvantaged pupils will receive additional teaching through appropriately targeted individual or small-group support. Support may focus on: phonics and early reading; reading fluency; reading comprehension; vocabulary and oral language; spelling; handwriting; sentence construction; writing composition; number facts; calculation; mathematical reasoning; identified curriculum knowledge gaps.	EEF evidence indicates that targeted small-group tuition can be effective when it is focused on pupils' specific needs and delivered in addition to high-quality classroom teaching.	2, 3, 4, 7
Disadvantaged pupils identified as requiring additional support will receive increased opportunities to read, discuss, rehearse and write. Additional support may include: structured reading practice; repeated reading to develop fluency; explicit vocabulary teaching; comprehension strategies;	EEF and DfE guidance emphasise the importance of secure word reading, language comprehension, vocabulary and explicit foundational writing skills.	2, 4, 7

additional spelling practice; handwriting practice; oral rehearsal before writing; sentence-level practice; supported composition. Resources will be selected to complement the school's established phonics and reading approaches.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance will be monitored closely and quickly. Where a disadvantaged pupil's attendance falls below the school's expectation or they are at risk of persistent absence, the school will seek to understand the underlying barriers. Support may include: early communication with parents/carers; pupil voice; individual attendance monitoring; pastoral support from a learning mentor; support with routines and readiness for school; partnership working with families and relevant external agencies where appropriate. The impact of attendance support will be reviewed regularly.	The DfE's statutory attendance guidance emphasises early identification, understanding barriers and appropriate support for pupils who are persistently or severely absent or at risk of becoming so. EEF research also highlights that effective attendance approaches need to respond to individual pupils and the specific barriers affecting attendance.	1
Pupils identified as requiring additional emotional or social support will have access to appropriate pastoral provision, including ELSA support where appropriate. Support will focus on: emotional literacy; self-regulation; confidence; resilience; positive relationships; managing anxiety; readiness to learn. Where appropriate, support will involve collaboration with families, the SENDCo and external professionals.	EEF evidence identifies social and emotional learning as an important component of pupils' development and highlights the potential benefits of explicit teaching and support for social and emotional skills.	5, 6, 7
The school will ensure that financial circumstances do not prevent disadvantaged pupils from participating in the wider life of the school. Where appropriate, Pupil Premium funding will contribute towards: educational visits; residential experiences; music tuition; clubs and enrichment activities; resources required for participation in school life. Provision will be based on identified need and opportunities available within the school's wider curriculum and enrichment programme.	The EEF Teaching and Learning Toolkit identifies arts participation as having a positive impact on academic outcomes, with wider benefits including positive attitudes to learning and wellbeing. EEF evidence suggests that outdoor adventure experiences may support self-confidence, self-efficacy, motivation and teamwork. Such experiences may also provide disadvantaged pupils with opportunities that they might otherwise be unable to access.	6

Total budgeted cost: £14,260

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.

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, Condoover, 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