



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (for the 2025 to 2026 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Lostock Gralam Church of England Primary School
Number of pupils in school	183
Proportion (%) of pupil premium eligible pupils	(35) 19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2028/2029
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jo Powell Headteacher
Pupil Premium lead	Lisa Downing Deputy Headteacher
Governor / Trustee lead	Mr Jon Barker Chair of Governors & Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,145
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	£65,145



Part A: Pupil premium strategy plan

Statement of intent

Children are at the heart of everything we do and Christ is the light that guides us. At Lostock, we acknowledge that every child needs to live life in all its fullness and some children do not have these experiences as part of their everyday lives. We give the opportunity to all our pupils to marvel at God's wonderful world and see its awe in many forms as children really are at the heart of everything we do here at Lostock.

Our ambition is that all pupils, regardless of background or barriers, make sustained progress and achieve well across the curriculum. A key priority is to ensure disadvantaged and vulnerable pupils, including those with a social worker or young carers, are fully supported to reach their potential through access to an ambitious and enriching curriculum.

High-quality teaching is central to our approach. We place particular emphasis on the development of spoken language, vocabulary, reading and writing, from Reception to Year 6. We also know that the strong foundations built in the first years of school by securing the foundational knowledge and skills that every child needs will give them the best chance of educational success. This focus is proven to have the greatest impact on closing the attainment gap, while raising outcomes for all pupils. Targeted academic support, delivered through small group and one-to-one tutoring, is also used to accelerate progress where required.

Our strategy is informed by robust assessment and early identification of need. Interventions are responsive, evidence-based and designed to complement classroom teaching. The approach is rooted in a whole-school commitment to high expectations and collective responsibility for improving outcomes.

Wider strategies, including strong attendance systems and rigorous safeguarding practice, form an integral part of our Pupil Premium approach. We recognise that pupils can only achieve their potential when they attend school consistently and feel safe, supported and ready to learn. Our work in these areas focuses on removing non-academic barriers that disproportionately affect disadvantaged pupils. This includes proactive monitoring of attendance, early intervention to address emerging concerns, and close collaboration with families and external agencies. Safeguarding and pastoral support are prioritised to ensure that vulnerable pupils, including those with social workers and young carers, receive timely and effective support. By embedding these wider strategies within our Pupil Premium plan, we create the conditions necessary for pupils to access high-quality teaching, engage fully with the curriculum and make strong academic progress.

To deliver this strategy, we will:

- Secure the foundational knowledge and skills that every child needs by the end of primary school to give them the best chance of educational success.
- Ensure disadvantaged pupils have access to an ambitious, knowledge-rich curriculum.
- Strengthen the quality of teaching across all subjects.
- Promote pupils' well-being, mental health and safeguarding.
- Intervene at the earliest point of challenge.
- Embed a whole-school culture of aspiration and accountability.
- Secure reading and writing fluency for every child by the end of Year 6.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading proficiently than their peers. This negatively impacts their education as they can struggle to access the whole curriculum which is crucial for them to achieve and thrive in their education and later life.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing , particularly with transcription skills such as spelling, handwriting and sentence construction. These difficulties can reduce pupils' confidence and fluency, limit their ability to compose extended pieces of writing, and impact achievement across the wider curriculum.
4	On-entry data shows that pupils are starting school with lower starting points . As well as in the EYFS, this has the potential to impact on attainment throughout the primary school phase. In September 2025, baseline assessment showed that 61% are below age related expectations in Reading and Writing and Maths when they started Reception.
5	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. The education and wellbeing of many of our disadvantaged pupils has been impacted by challenging family circumstances, poverty and, for some, experiences of trauma. These factors effect pupils' emotional regulation, readiness to learn and engagement in school life. Teacher referrals for support have markedly increased in recent years e.g. ELSA, Drawing & Talking, Play Therapy etc. These challenges particularly affect disadvantaged pupils, including their attainment in the core subject areas.
6	A high proportion (60%) of our disadvantaged pupils also have special educational needs and/or disabilities (SEND) . Research from the Education Endowment Foundation (EEF) shows that pupils facing both disadvantage and SEND are at increased risk of lower attainment and slower progress compared to their peers. These pupils often require targeted and sustained support to access the curriculum, overcome barriers to learning, and achieve positive outcomes. Without carefully planned teaching and interventions, these pupils risk a widening attainment gap and reduced readiness for the next stage of education.
7	Our attendance data during the academic year 2024-25, indicated that attendance among disadvantaged pupils was approximately 9% lower than for non-disadvantaged pupils and approximately 5% lower than the national average. Furthermore, in the academic year 2024-25, 47% of disadvantaged pupils had been 'persistently absent' compared to 14% of all pupils during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.



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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading, writing and mathematics attainment among disadvantaged pupils.	KS2 reading, writing and mathematics outcomes in 2028/29 show that the proportion of disadvantaged pupils reaching the expected standard in the core subject areas is in line with the national average.
Pupils will leave the Early Years with a Good Level of Development.	All pupils in our Early Years disadvantaged group will make accelerated progress in the GLD areas of learning. At least 80% of pupils in the Early Years will achieve a Good Level of Development by academic year 2028/29.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2028/29 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations. Disadvantaged pupils will be able to articulate an understanding of their own mental health and well-being.
Disadvantaged pupils with SEND will make strong progress from their individual starting points developing the knowledge, skills and confidence needed to engage positively with learning, enabling them to achieve outcomes that are ambitious and appropriate, and to be well-prepared for their next stage of education.	SEND pupil profiles will show improved progress data from individual starting points. There will also be increased engagement in lessons and attendance at school evidenced through learning walks, pupil voice and attendance data for these pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2028/29 demonstrated by: - the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. - the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 10% lower than their peers.



Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching supported by evidence informed CPD for all teachers and support staff through termly monitoring of lessons, books, moderation and pupil voice.	EEF's Teaching & Learning Toolkit +6 months feedback +5 months collaborative learning +5 months mastery learning	e.g. 1, 2 & 3 etc.
Phonics, reading fluency and comprehension CPD delivered by the English Subject Lead, the English Hub and RWI consultant days to support high quality teaching of reading across school.	EEF's Teaching & Learning Toolkit +5 months phonics +6 months reading comprehension EEF's Fluency: Support and resources to develop reading fluency	
School to take part in the EEF's Mastering Number in Reception trial programme in light of the Strong Foundations Research. Number Sense times tables as recommended by the Maths Hub purchased and implemented in Lower Key Stage 2 with a focus on the children building fluency in foundational knowledge allowing the children to succeed and therefore grow in confidence.	Strong foundations in the first years of school Mastering Number at Reception and KS1 – trial Trial to test the impact of the NCETM Mastering Number at Reception and KS1 programme, a whole-class approach to teaching maths aimed at developing number sense and mastery behaviours. The trial focuses on impact in the Reception year. EEF's Teaching & Learning Toolkit +5 months mastery learning	
High quality teaching of handwriting and spelling (transcription) through the use of new resources and CPD to ensure these skills are automatic for pupils freeing up their working memory for composition. This includes purchasing the Kinetic Letters handwriting programme, the Pathways to Spell spelling programme and subscribing to 'Rollama': a web app which allows pupils to practise English grammar, punctuation, spelling, and vocabulary, which uses gamification mechanics to incentivise regular revision and help all students build fluent fundamentals.	Strong foundations in the first years of school The Writing Framework 2025 Pathways Literacy is now part of a trial with the EEF. This programme we use in school and continue to invest in as new updates and resources to the programme are released.	



Purchase resources to support phonics and early reading to ensure a high-quality offer is provided.	EEF's Teaching & Learning Toolkit +5 months phonics	
Deliver a broad and engaging curriculum: curriculum plans reviewed and adapted, new schemes of work purchased e.g. Kapow for non-core subject areas, specialised sports coaches for PE lessons and specialised music teacher for instrument instruction to improve the offer to pupils.	EEF's Teaching & Learning Toolkit +5 months phonics +6 months reading comprehension +3 months arts participation +2 months physical activity	
Purchase resources to support spoken language and to ensure a high-quality oracy education.	EEF's Teaching & Learning Toolkit +6 months oral language interventions	
Use of additional teachers and teaching assistants to support with the teaching of phonics in EY & KS1.	EEF's Teaching & Learning Toolkit +4 months individualised instruction +5 months phonics	
Use of additional teachers and teaching assistants to ensure oral feedback is timetabled and provided by class teachers as part of the school day.	EEF's Teaching & Learning Toolkit +8 months feedback	
Continue to develop our child-centred approach to behaviour with a particular emphasis on emotional literacy and the next phase using the work of Marie Gentles and the introduction of our 24-hour 'Zones of Regulation' curriculum.	EEF's Teaching & Learning Toolkit +4 months behaviour interventions	
Purchase high-quality resources for English and Maths including formative assessment grids and robust standardised assessments from NFER.	EEF's Teaching & Learning Toolkit +8 months feedback	
Develop an inclusive child-centred ethos with a particular focus on mental health and trauma using the New Ways of Working model to provide a bespoke school response to trauma with a particular focus on the disadvantaged children.	EEF's Teaching & Learning Toolkit +4 months social and emotional learning There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers). EEF Social and Emotional Learning .pdf(educationendowmentfoundation.org.uk)	
Well trained TAs provide targeted support within every classroom with a particular focus on supporting the disadvantaged pupils to access their full curriculum entitlement. Specific CPD provided by SENDCo on the '5-a-day' approach to SEN in the mainstream classroom.	EEF's Teaching & Learning Toolkit +4 months individualised instruction	

High quality CPD and support provided for ECTs including Early Years consultant support, RWI training and UCL ECT programme.	EEF's Effective Professional Development guidance report Mentoring and coaching of teachers What can research tell us?	
Education staff wellbeing charter is signed and school has declared its support for the set of commitments to the wellbeing and mental health of everyone working in education e.g. driving down unnecessary workload, flexible working arrangements, improving access to wellbeing and mental health resources in school.	Evidence and practice reviews: Teacher recruitment and retention	

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicate time and resources in programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills e.g. Voice 21 Oracy, WellComm, Verbo, NELI.	+6 months oral language interventions Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	
Additional phonics sessions targeted at disadvantaged pupils and any pupil who require further phonics support to remain on track.	+5 months phonics Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
Small group tuition through tutoring from highly-qualified teachers (NR & LD) provides extra support for pupils with gaps in learning. These sessions improve pupil confidence and enable them to keep up with age related expectations. The focus of the sessions will be reading, writing or maths based on the needs of the children.	+4 months small group tuition Evidence shows that small group tuition is effective, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. School-led tutoring focuses on groups of between 3-5 children. Small Group Tuition EEF	



Additional well-trained TAs allow one to one tuition and small group tuition by either class teacher or TA when necessary.	+4 months small group tuition +5 months one to one tuition. Well trained TAs provide targeted support within the classroom. TAs also lead interventions tailored to individual children's needs. Impact of interventions is tracked for effectiveness and interventions enable children to access their age-related curriculum. TAs also provide one to one tuition where appropriate e.g. phonics flashcards. Small Group Tuition EEF School have used the EEF's Deployment of Teaching Assistants guidance report to ensure this is effective. Deployment of Teaching Assistants	
CPD for teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding put into place to specifically support children with SEND in the mainstream classroom.	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology linked to effective pedagogy. School use the EEF's: Special Educational Needs in a Mainstream School and Five a day: supporting high-quality teaching for pupils with SEND guidance to ensure teaching and targeted interventions are of the highest quality and have impact.	

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

Budgeted cost: £20,145

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school 'Zones of Regulation' training for staff and purchase of the new 24-hour curriculum with the aim of developing our whole-school approach to behaviour and wellbeing. Review of school's behaviour policy with this in mind and CPD from Marie Gentles, behaviour expert.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) Improving behaviour in schools Marie Gentles Gentle Guidance	
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and time for staff to develop and implement new procedures and the appointment of a school	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. EEF's Support School Attendance Hub	



attendance and welfare lead to improve attendance by using the latest research and guidance support.	School uses this resource to inform and support our work to increase pupil attendance and keeps up-to-date with the latest research from the EEF e.g. Texting parents about number of school days their child has missed can lead to small improvements in attendance It also uses this: Parental Engagement EEF to support with attendance and persistent absence.	
Using ELSA and Drawing & Talking interventions to provide social and emotional support to targeted children. Have a whole-school approach to trauma-informed response to behaviour using bespoke puzzles based on Marie Gentles Gentle Guidance.	+4 months social and emotional learning A qualified ELSA and Drawing and Talking specialist to support children to enable them be ready to learn and access the curriculum. Whole-school training in 'Zone of Regulation' curriculum. Social & Emotional Learning EEF	
Continue to improve parental engagement through early intervention, close working will all agencies including leading TAF meetings. Employ a dedicated pastoral manager and have a safeguarding team within school to support families.	+3 parental engagement A dedicated school attendance and welfare lead and safeguarding team to support families. Parental Engagement EEF Working with Parents to Support Children's Learning	
High quality pastoral support provided for our children and families with the use of attachment time, nurture room, providing breakfast for children, running a school social supermarket to support families in our whole school community.	High quality pastoral care is not an optional extra. It is a fundamental to success. As with academic learning it is important that assessment, not assumption, drives any strategic and operational approaches and that practices are high quality, rooted in evidence. Personal development and pastoral care should never be an afterthought. This is a main priority for school.	
Subsidise places for disadvantaged children in extra-curricular activities to increase attendance in school. Time is spent communicating with families about the benefits of attending after school and holiday clubs.	EEF's Teaching & Learning Toolkit +3 months arts participation +2 months physical activity	

Total budgeted cost: £65,145



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.

Our assessment data during 2024-25 showed that the performance of disadvantaged pupils compared to all pupils has sustained an improvement compared to the previous academic years. In some cases, the disadvantaged pupils outperformed all pupils and in many cases the attainment gap was deemed negligible due to the relatively small number of disadvantaged pupils in the cohort. Where the attainment gap between disadvantaged pupils and all pupils was too wide, it was evident that a large majority of the disadvantaged group also fell within the SEND group which greatly impacted the data set. All disadvantaged pupils made good progress during the academic year 2024-25. This needs to continue into 2025-26 so that the performance of the disadvantaged pupils is in line with all pupils and the national picture for all cohorts in all core subject areas.

Below is an evaluation against our intended outcomes:

- **Improved oral language skills and vocabulary among disadvantaged pupils**
Assessments and observations from oracy learning walks show an improvement in oral language among our disadvantaged pupils particularly with regards to the physical skills that enable a successful discussion. Continuation with the lessons we have learnt from the Voice 21 Oracy Project in the previous two academic years will further develop these skills and there will be a particular focus on the disadvantaged pupils across school.
- **Improved reading attainment among disadvantaged pupils**
KS2 reading outcomes in 2024-25 show that the number of disadvantaged pupils reaching the expected standard was 80% which was above the national average of 75%.
- **Pupils will leave the Early Years with a Good Level of Development**
In 2024-25, 2 out of the 3 disadvantaged pupils reached a Good Level of Development in Word Reading, Writing and Mathematics. The child who did not also has identified SEND. Overall, 83% of the pupils in the Early Years achieved a Good Level of Development in 2023-24 which was well above the national average of 67%.
- **To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils**
Our assessments and observations throughout 2024-25 indicated that pupil behaviour, wellbeing and mental health were still an area for development due to the current cost of living crisis. This is particularly of concern for our disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils and targeted interventions such as ELSA and Drawing & Talking where required. We are continuing with this work moving forward with the activities detailed in this plan.
- **Sustained high attendance from 2025/26**
In 2024-25, the overall absence rate for all pupils improved to 94.4% which was an increase from 93.4% on the previous year. However, the attendance of the disadvantaged pupils has decreased to 87.3% from 90.7% on the previous year. The attendance data for this group of pupils has been analysed in detail and 6 of the children had significant and complex reasons resulting in low attendance e.g. two traveller children who left school and appeared in the data set, three children had part time timetables (all of which have returned to school full time) and one child with significant health needs. If these children are removed from the data set, the attendance of the disadvantaged pupils increases



significantly to 91.4% which is an improvement on the previous year. Due to the reasons explained above, persistent absence for the pupils eligible for the PPG has also increased significantly to 47.7% from 35% on the previous academic year; this is again due to the 6 pupils discussed above being included in the data set. With these children removed, persistent absence has reduced by as per our intended outcomes.

Attendance of our disadvantaged and most vulnerable pupils will continue to be a high priority moving forward in both our Pupil Premium Strategy and Whole School Development Plan.