



Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Aughton Christ Church C of E Primary School
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	10.2 %
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	David Kennedy
Pupil premium lead	David Kennedy
Governor lead	Rob Macleod

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30, 750
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	£30, 750



Part A: Pupil Premium Strategy Plan

Statement of intent

At Aughton Christ church C of E Primary School we care 'A Caring Christian Community' where every child is unique.

Our vision is for everyone in our school to reach their full potential; spiritually, intellectually, socially, morally, physically and aesthetically. To encourage an appreciation and curiosity of the world so they can take their place as compassionate citizens, supporting one another in love and working together by following our Christian values as exemplified in the teachings of Jesus.

'Though we are many, we are one body in union with Christ, and we are all joined to each other as different parts of one body. So we are to use our different gifts in accordance with the grace that God has given us.' Romans 12: 4-8

Our objective for disadvantaged pupils is that they make outstanding progress across the curriculum; socially, morally, aesthetically, physically and spiritually. This is in line with their peers and in line with our Christian vision

At the heart of our plan is:

The identification of the individual needs of children and any barriers to success.

High quality first teaching and innovative ways of addressing needs to ensure good progress and attainment is maintained.

Our plan is also designed to ensure that strategies do not impact or negate the needs of all children and indeed work to ensure good progress and attainment for all.

As a school we ensure disadvantaged pupils are challenged in the work that they are set, act early to intervene at the point need is identified and adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Our key principles

- We carefully identify the needs of our children and review this regularly.
- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Our strategy is linked to our school mission statement, curriculum intent and SIP.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- 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.



Challenges

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

Challenge number	Detail of challenge
1	Lower attainment and progress for some pupil premium children in reading, writing and maths than that of non- pupil premium children.
2	Behavioural, social and emotional and mental well-being challenges can impact upon access to learning.
3	Attendance rates for some pupil premium children has historically been below that of school average.
4	Home liaison and opportunities to access extra-curricular support and opportunities.
5	Financial and organisational restraints for children to take opportunities to engage with wider and extra-curricular 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
Higher rates of progress and higher attainment for pupil eligible for pupil premium.	pupil premium children making more rapid progress and attaining higher in reading, writing and maths .
Improvement of social and behavioural issues amongst identified children.	Fewer social and behavioural issues presented and recorded.
Improved emotional well-being.	Identified pupil premium children will present as emotionally well across school as evidence in pupil voice and child radars. A lower number of children on the vulnerable list.
Improved attendance rates.	Overall attendance of pupil premium children continues to show improvement in line with that of non-PP children.
Home liaison, homework support and opportunities to access extra-curricular support.	Identified pupil premium children engaged with out of school work and extracurricular activities as appropriate to support learning and development.
Children to take opportunities to engage with wider and extra-curricular activities and additional learning support.	Identified pupil premium children participating in identified extra-curricular opportunities and additional learning support in and out of school.



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: £ 2000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and regular coaching for all staff of a DfE validated Systematic Synthetic Phonics programme to ensure fidelity and secure stronger phonics teaching for all pupils.	Consistent and high-quality phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils with SEND. Intervention that is consistent and targeted forms an integral part of this approach.	1
Training for staff to ensure that diagnostic phonics assessments are interpreted and administered correctly and used to inform strong intervention.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	1
Year 5 teacher to launch and run FBA to target PP children. Year 2 teacher to launch and run Brilliant Book Award in Year 2	We want to invest some of the PP funding in longer projects and strategy which will have longevity and impact. Developing reading strategies, reading clubs and love of books is something we can embed across school in teaching and learning and through extra-curricular activities.	1
Training for all teaching staff and support staff on Red Rose Maths programme (KS1-KS2) to ensure fidelity and secure stronger mathematics teaching for all pupils across the school.	Consistent and high-quality maths teaching particularly for disadvantaged pupils and those with SEND. Intervention that is consistent and targeted forms an integral part of this approach.	1
Mastering Number training and coaching for Reception and KS1 staff to develop fluency in calculation and flexibility in number.	The programme will secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.	1
Class teachers and T.As to lead small group provision and intervention in reading and maths for identified PP children who are not on track.	One to one and small groups support outside the taught lesson increase pupil confidence and embed key learning as well as ensure gaps in learning are catered for.	1



Initiatives to include ELS, Code breakers, school developed programmes and overlearning. Pupil premium children to have abilities and interests identified and bespoke provision put in place where appropriate.	Some identified pupil premium children are making less progress than other pupil across school and therefore not meeting expected standard. Some pupil premium children have clear abilities which can be further supported and enhanced through these additional opportunities.	
--	---	--

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

Budgeted cost: £ 25 725

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class teachers and T.As to lead small group provision and intervention in reading, writing and maths for identified pupil premium children who are not on track. Initiatives included Code breakers, Year 6 before school lessons, IDL and overlearning.	One to one and small groups support outside the taught lesson increase pupil confidence and embed key learning as well as ensure gaps in learning are catered for. Children make good or better progress in reading, writing and maths. Some identified pupil premium children need targeted support groups to make progress and meet identified targets.	1
Allocated pastoral lead to work with staff, children and families.	Consistent and regular support over time with a key adult has been recommended as a positive strategy with high Impact in discussion with family and well-being Services and the emotional impact on vulnerable children. Securing the child's voice is crucial to ensuring the child is supported so providing capacity for this is significant. Regular contact with families to support attendance and punctuality has created stronger links with parents and created better engagement with attendance and punctuality.	2 and 3
School allocated pastoral lead who will track, monitor and work with pupil premium children and other identified vulnerable children.	Support from external agencies and MASH recommend support strategies that will ensure children are supported appropriately.	2 and 3
Identified children to participate in social skills groups and Lego therapy.	Social groups will allow children to develop better emotional responses to the different contexts they encounter allowing them to reduce and better manage anxiety.	2 and 3



Identified children have learning pastoral mentor, behaviour support plans if necessary and strategies in place where appropriate.	Identified children to develop better emotional responses to the different contexts they encounter allowing them to reduce and better manage anxiety.	
Meet and Greet service for identified children in the morning.	Children enter school feeling positive and parents have liaison time with staff to support child in school.	
Year 6 playtime leaders and buddies trained to support identified children.	Children enjoy buddy system and learn how to play games and have successful and positive experiences in play. Older children are positive role models. Children have peers to support them.	

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

Budgeted cost: £ 3025

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitoring of attendance. Absences followed up quickly through office staff and Headteacher alerted to follow up as well. Work with parents to ensure attendance rates improve.	Attendance for some children in pupil premium groups is below that of the school average. Close monitoring and support for children and families regarding attendance has shown to improve this.	3
External clubs, extra-curricular activities and bespoke curriculum activities identified and provided where appropriate.	Support given with transporting children ensures children engage in extracurricular activities when appropriate. Access to after school clubs promotes positive social opportunities and improves well-being and self-esteem. Bespoke curriculum activities designed for individuals raise motivation, self-esteem and engagement in learning. Extended opportunities provided were identified for selected children. Identified pupil premium children do not always participate in appropriate extra-curricular clubs, school events or take musical opportunities.	4, 5 and 6
PE Plus targets identified children for physical development	Children become more motivated and successful in physical activity with small group and 1 to 1 development. This allows them to access competitive events and	2



	improve physical well-being and long-term life opportunities.	
SATS Companion	All children in Year 5 have access to SATS companion which is an online platform which can be used at home and in school to support children's learning in English and Maths. This is also used to target pupil premium children and their specific areas of need to have a positive impact on their learning at home as well as in school.	1 and 4

Total budgeted cost: £ £30,750



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity has had on pupils in the previous 4 years. (2020/2021, 2021/2022, 2022/2023, 2024/2025 and 2025/2026 academic years.)

	Pupils eligible for PP at the end of KS2					Pupils not eligible for PP at the end of KS2				
	2025	2024	2023	2022	2021 <i>*Internal data due to Covid</i>	2025	2024	2023	2022	2021 <i>*Internal data due to Covid</i>
Expected standard in maths	100%	100%	60%	100%	100%	97%	93%	83%	90%	96%
Expected standard in Reading	100%	100%	60%	100 %	50%	93%	100%	87%	90 %	93%
Expected Standard in writing	100%	100%	60%	100 %	100%	90%	93%	87%	90 %	96%
Current Attainment across school 2025/2026			Pupils eligible for PP funding							
Expected standard in maths			62 %							
Expected standard in reading			46 %							
Expected standard in writing			54 %							

Alongside external data reflecting the positive impact of our pupil premium plan, our school pupil premium plan had a positive impact on all pupils in **2020/2021, 2021/2022, 2022/2023, 2024/2025 and 2025/2026** in many different ways.

During school closure periods in 2021, pupil premium (PP) children and other identified vulnerable children were also able to access live lessons through school supported laptops schemes and also one to one teaching on live lessons and in school for children as necessary.

Identified pupil premium children across KS1 made have very good progress in phonics. Our phonics attainment in **2021 was 91%**, in **2022 93% and in 2023 96% for all children** at the end of Year 1. In **2023** we were identified as being in the **top 3 % of schools** in England based on this measure and in **2024 100%** attained the phonics check and in **2025** this was **93%**. Maintaining this above 90% has been a real success.

During any school closure period in the pandemic, emotional and wellbeing support was given for any identified individual to support needs both online in in person as appropriate and upon return to school in 2022 and 2023 we continued to develop this support for all



children and engage fully with all children offering a high level of school support systems led by our pastoral lead.

Identified children also engaged with out of school work and extracurricular activities as appropriate to support learning and development. As a result, there was improvement of social and behavioural issues amongst identified pupil premium children.

Across school, our pastoral lead has been able to work with 42 children during the last academic year in school including pupil premium children. This has supported emotional health and well-being. This work has led to very targeted initiatives such as 6 week **No Worries** and **Anxiety** courses for identified children. This is an on-going provision that is essential in our support for children and their families who require more pastoral care and support.

We also made use Government funding and initiatives through the **School Led Tutoring Programme** and the **National Tutoring Programme** when available. This supported pupil premium children and ensured any identified gaps were closed following the pandemic.

Attendance is also a success and was 95.46 % for our pupil premium group in 2024/2025 and in 2024/2025 was 97.16 %. Any identified pupil premium children have had support in attendance and seen attendance improve over the year.



Further information

Aughton Christ Church C of E Primary School's use of pupil premium and catch up funding supports our most vulnerable children and works alongside our School Improvement Plan to improve our education and wider experiences for all children.

School works hard to ensure the initiatives outlined in the plan meet the needs of the identified children and supports the initiatives from funding outside of the pupil premium budget.

In addition to targeted areas to support children within our clear strategy, the school considers the need of pupil premium and vulnerable children when planning the wider curriculum.

Our curriculum intent outlines that we prepare all children at the school for the opportunities, responsibilities and experiences of later life through developing resilience, independence and confidence.

Outdoor learning is one key aspect of delivering the school's curriculum intent. In addition to curriculum work in the outdoors, we provide four residential opportunities at Crosby Marina, camping at Rock and River Outdoor Pursuits Centre, camping and river study work at Waddecar and a residential at Tower Wood Outdoor Education Centre. These opportunities include a 5 week kayaking course, campfires and outside cooking, beach walks, sailing at Crosby Marina, camping expeditions, team building activities, navigation, fell walking and other outdoor and adventurous activities.

The outdoor education experiences we provide are always inclusive of all children and ensure every child has the opportunity to learn and engage with the outdoors to support them in their short-term development and long-term life well-being.

The school's wider budget, use of premium funding and School Improvement Plan continue the development of these curriculum initiatives to meet our curriculum intent for all children.