

Pupil Premium Strategy Statement

Lower Peover CofE 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	208
Proportion (%) of pupil premium eligible pupils	8.2%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sharon Dean (Head Teacher) Jo Tinker (School Business Manager)
Pupil premium lead	Sharon Dean and David Bradley
Governor / Trustee lead	Hannah Burgoyne

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,770 (expected variation as at 17.10.25 £28,385)
Recovery premium funding allocation this academic year	£ N/A
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£28,385

Part A: Pupil premium strategy plan

Statement of intent

At Lower Peover CofE Primary School our intention is that all pupils, regardless of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

The focus of our plan is to support our disadvantaged pupils to achieve that goal and to maximise their potential by offering high quality education through our bespoke Lower Peover curriculum that is ambitious and designed to give all pupils the cultural capital they need to succeed in life. We will consider the challenges faced by our vulnerable pupils, including those that have a social worker and are young carers.

The activity in this statement is intended to support their needs regardless of whether they are classed as disadvantaged or not. High quality teaching is at the heart of our approach with a focus on areas that will ensure disadvantaged pupils achieve well and are ready for their next stage of education.

This includes placing a high priority on the teaching of oracy, vocabulary and reading from the moment the children walk into Reception to the time they leave us at the end of Year 6. High quality teaching has been proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school.

Our strategy is also integral to wider school plans for tackling the attainment gap and improving outcomes for the most disadvantaged in society. Strong evidence suggests that the model of targeted, academic support, through highly trained tutors working with small groups and individuals, can make a difference to academic progress that can be expressed in months.

Our response will be reactive to common challenges and pupils' individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- Ensure disadvantaged pupils have access to an ambitious curriculum
- Maintain high quality teaching for all
- Promote well-being, mental health, and safeguarding
- Act early to intervene at the point a challenge is identified
- Adopt a whole school approach in which all staff take ownership of raising expectations and outcomes for disadvantaged pupil's achievement
- Ensure every child is a fluent reader by the time they leave Lower Peover

Challenges

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

Challenge number	Detail of challenge
1	Waiting lists for external services eg CAMHS and threshold of criteria required for support.
2	The cost of enrichment opportunities for children.
3	Our attendance data highlighted that during the last academic year (2024-25) percentages amongst disadvantaged pupils was lower than none disadvantaged
4	Disadvantaged pupils have access to high quality reading resources and reading regularly at home

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. To support children in developing their emotional language and well-being, giving them strategies to succeed.	Children will know strategies that will support them in developing a better mind set so they keep trying with their work, even if they encounter difficulties in school or their personal life.
	To ensure support strategies are in place through quality first teaching and relevant support plans.
2. Ensure all pupils have access to trips, workshops & residential	Children will have access to a wide range of enrichment activities.
3. To achieve and sustain improved attendance including arriving at school on time, particularly our disadvantaged pupils	See improved attendance levels
4. Improve reading attainment amongst disadvantaged pupils, focussing on the bottom 20% in each year group	Key Stage 2 reading outcomes in 2025-26 show the number of disadvantaged pupils reading at the expected standard is in line with the national average

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: £9,721

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA supervising: £9,721	<ul style="list-style-type: none">See School Impact PlanPast impact of ELSA sessions and sessions with HLTAs, TAs and Inclusion Manager see school self-evaluation summary	1 & 3

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

Budgeted cost: £14,428

Activity	Evidence that supports this approach	Challenge number(s) addressed
JIGSAW cost: £995	<ul style="list-style-type: none">Jigsaw PSHE programme provides a detailed progressive programme from EYFS to Y6.	1 & 3
Accelerated Reader (Staff time only to deliver) £13,433	<ul style="list-style-type: none">Jigsaw incorporates the statutory RSHE policy approach.Accelerated Reader – individualised	4

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

Budgeted cost: £3,208

Activity	Evidence that supports this approach	Challenge number(s) addressed
NEP (Northwich Educational Partnership) cluster: <ul style="list-style-type: none">Dance competitions (Y3)Oracy/Speaking (Y6) competitionArt project (Y2 & 4)Music Performance (Y5)School Council (Y5 & 6)Bee Project (Y1)EYFS Project £208	Children attending these bespoke opportunities.	1, 2 & 3
School Trips, Workshops & Residentials £3,000	<ul style="list-style-type: none">Children showing personal growth, confidence, and improved relationshipsPupil Voice	2

Total budgeted cost: £ 27,357

Part B: Review of the previous academic year
Outcomes for disadvantaged pupils

Intended outcome	Evaluation 2024-2025
To support children to develop their emotional language and well-being.	Achieved – continuing into 2025/26 to develop even further.
Ensure all children contribute to school and beyond as responsible, respectful, and active pupils.	Support in place is effective and children are progressing from their starting points. Teachers deliver high quality support that allows all children to work towards their potential.
<i>Please refer to</i> <u>Lower Peover C of E (Aided) Primary School: Performance</u>	