



## 2025-26 Pupil Premium Strategy Statement

details our school's use of pupil premium (and recovery premium for the 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.

### Overview of the school

Total number of pupils on roll	320
Total number of pupils eligible for PPG and PPG+ <i>We have:</i> 1 x service children = £350 per child 4 x Post Lac receiving = £2630 per child 54 x FSM receiving £1,515 per child	59
Date this statement was published	September 2025, updated January 26
Date on which it will be reviewed	July 2026
Pupil Premium Lead	Debbie Mills / Steph Gregory
Governor Lead	Susan Baines
Statement authorised by	PCP Committee

### Funding Overview

Pupil premium funding allocation this financial year Including Post LAC £20,560 & Service children £680)	£92,680.00
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this financial year</b>	<b>£92,680.00</b>

This is based on the new finance allocations. The number of PPG has increased based on today's numbers but for funding purposes this is our current budget allocation.

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

At Horwich Parish, we intend to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the right support and provision in place, all pupils can achieve their full potential.

We aim to:

- Remove barriers to learning created by poverty, family circumstance and background;
- Narrow the attainment gaps between disadvantaged and non-disadvantaged children both within school and nationally;
- Ensure all disadvantaged pupils progress rapidly in their learning;
- Ensure that all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum;
- Ensure that all pupils have the basic skills in Maths and can write.
- Develop confidence in their ability to communicate effectively in a wide range of contexts;
- Enable pupils to look after their social and emotional wellbeing and to develop resilience and have aspirations;
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

In order to achieve our aims and overcome identified barriers to learning we will:

- Ensure that teaching and learning opportunities meet the needs of all of the pupils;
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed;
- Make provision for disadvantaged pupils, whilst recognising that not all pupils who receive free school meals will be disadvantaged;
- Recognise that not all pupils who are 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 disadvantaged;
- Ensure that pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time;
- Provide opportunities for all pupils to participate in enrichment activities & clubs including sport, cookery, games, music & performing arts
- Provide appropriate nurture support to support pupils in their emotional and social development;
- Review the Pupil Premium strategy annually and the next review will be July 2026.

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

1	Some children's vocabulary is limited due to a lack of exposure to the wider world, this in turn impacts on their ability to comprehend and read fluently.
---	--

2	Disadvantaged pupil's opportunities to engage with enrichment and arts based activities is limited – therefore cultural knowledge is poor.
3	Oral language skills for some pupils are low at the start of Foundation class. This hinders reading, phonics and writing attainment in EYFS and KS1.
4	Parental engagement in supporting learning in school is varied for disadvantaged pupils, decoding and comprehension skills for some children may be below age related expectation
5	Some children struggle with mental mathematics resulting in difficulty recalling mental maths facts
6	Most pupils achieve well by the end of KS2 but some disadvantaged pupils do not meet the standard due to gaps in prior knowledge.
7	Attendance and punctuality of disadvantaged pupils is lower than that of non-disadvantaged pupils. Low attendance impacts negatively on academic achievement.
8	Some children do not have stamina and resilience when faced with challenges in their learning.
9	Some children struggle with social skills and emotional understanding preventing positive behaviour choices.

**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 met

	<b>Challenges</b>	<b>Intended Outcome</b>	<b>Success Criteria</b>
1	<ul style="list-style-type: none"> <li>- Limited exposure to rich language at home.</li> <li>- Poor vocabulary impacts reading comprehension and writing quality.</li> </ul>	PP pupils will have a wider and more sophisticated vocabulary to access the curriculum and express ideas.	<ul style="list-style-type: none"> <li>- Improved vocabulary evident in writing and speaking.</li> <li>- Regular and correct use of tier 2/3 vocabulary.</li> <li>- Improved reading comprehension scores.</li> </ul>
2	<ul style="list-style-type: none"> <li>- Fewer life experiences outside of home/school.</li> <li>- Lack of background knowledge limits understanding and engagement in learning.</li> </ul>	PP pupils will experience a broad range of cultural, artistic, and real-world opportunities to enhance learning and aspirations	<ul style="list-style-type: none"> <li>- Increased participation in trips, enrichment, and clubs.</li> <li>- Pupil voice reflects enjoyment and wider knowledge.</li> <li>- Improved classroom engagement and curiosity.</li> </ul>
3	<ul style="list-style-type: none"> <li>- Underdeveloped spoken language and confidence.</li> <li>- Difficulty articulating ideas, impacting learning and social interaction.</li> </ul>	PP pupils will speak confidently, clearly, and purposefully in a range of settings.	<ul style="list-style-type: none"> <li>- Increased pupil participation in discussions.</li> <li>- Target pupils show progress in oracy/SALT programmes.</li> <li>- Greater use of full sentences and accurate vocabulary.</li> </ul>
4	<ul style="list-style-type: none"> <li>- Parents may lack confidence, time, or understanding of how to support learning.</li> </ul>	Parents/carers are equipped and confident to support their child's learning at home.	<ul style="list-style-type: none"> <li>- Increased attendance at workshops and meetings.</li> <li>- Regular reading/homework</li> </ul>

			completion. - Positive feedback from parents and improved home-school communication.
5 & 6	- Gaps in foundational knowledge and skills. - Less access to academic support outside school.	PP pupils make expected or better progress and attain in line with national expectations.	- Data shows narrowing attainment gap between PP and non-PP pupils. - PP pupils meet/exceed targets in reading, writing, and maths. - Work scrutiny and assessments reflect sustained progress.
7	- Poor attendance due to home circumstances, health, or lack of parental engagement. - High persistent absenteeism.	PP pupils attend school regularly and on time to access full learning opportunities.	- Attendance for PP pupils meets or exceeds 95%. - Reduction in persistent absenteeism. - Timely follow-up and improved punctuality.
8	- Low confidence, fear of failure, and difficulty sustaining effort. - Reliance on adult support.	PP pupils will develop perseverance, self-belief, and the ability to work independently.	- Pupils complete longer tasks without giving up. - Pupil voice reflects improved self-esteem. - Increased independence in learning tasks.
9	- Limited social interaction or role models. - Struggle with communication, conflict resolution, or cooperation.	PP pupils build positive relationships and collaborate effectively.	- Improved peer interactions and fewer behaviour incidents. - Successful participation in group work and clubs. - Adults report positive social development and emotional maturity.

## 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:** Budgeted cost = £0 (assumes Aut 1 costs continue all year)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Daily continued use of the	EFF toolkit – Metacognition	6	No cost

Rosenshine principles & retrieval strategies	and self-regulation +7 months impact		
Individual & class impact plan for each disadvantaged pupil	Teacher`s are aware of individual learning needs of disadvantaged pupil`s within their class.		No additional cost

**Targeted academic support: Budgeted cost £28,476.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
1:1 reading with Charity based SchoolReader volunteer	EFF toolkit – One to one tuition +5 months impact	1	No cost to school x3 PP Children
1:1 support in mathematics for disadvantaged children	EFF toolkit – One to one tuition +5 months impact	6	Third Space £4,500
1:6 support in mathematics	EFF toolkit – Small group tuition +4 months impact	6	£8,167 (includes (x 2 TA's plus 30% on costs)
Bespoke individual reading plus x 3 per week	EFF toolkit – One to one tuition +5 months impact	1 & 6	£2,550.00 (This is the cost of the license for the 12 months)
1:6 intervention in writing with class teacher for 45 minutes after school for 24 weeks	EEF toolkit - Extending school time +3 months impact	5, 6	£13,259 (24 x 45 min sessions x 12 CT's)

**Wider strategies: Budgeted cost £36,653.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Additional sporting opportunities Key PE coach deliver weekly session ( Boxing / Fencing)	EFF toolkit – Arts participation +3 months impact	2	no additional cost as within cost below
Increased PE opportunities with Key PE coaches	EFF toolkit – Physical activity +1 months impact	6, 7	Sports funding £6,950
Part fund educational visits including residential visits	EFF toolkit – Arts participation +3 months impact	2	Dependent on number of pupils.
Attend Locomotivators	EFF toolkit – Arts participation +3 months impact	2	No cost to school
Represent the school at Mock Trial	EFF toolkit – Arts participation	2 & 3	6 children

(Y6)	+3 months impact		
Attend sporting festivals and competitions – representing the school	EFF toolkit – Arts participation +3 months impact	2	£2,250 based on the Chorley Sports invoice for Inter school comps
Reception & KS1 Learning conference for parents and carers with workshops related to supporting children at home with oracy, phonics, reading and mental mathematics	EFF toolkit – Parental Engagement +4 months impact	3, 4, 5, 6	Internal
Learning conference for parents and carers with a workshop related to Online safety	EFF toolkit – Parental Engagement +4 months impact	2	£150
Bolton behaviour support service Including peer mediation with y5 & y6	EFF toolkit – Social and emotional learning +4 months impact	2, 6	£5,460 25/26 SLA
Pastoral lead working with individual and groups of children to support them with anger, improving self-esteem and self-worth or in making positive choices. Pastoral lead also supports parents and families in crisis with early help forms	EFF toolkit – Social and emotional learning +4 months impact	2, 6, 8, 9	£19,550 (includes 30% on costs)
Continue to monitor attendance for disadvantaged children and work with families to improve overall attendance and punctuality	EFF toolkit – Parental Engagement +4 months impact	7	£2,293 (x1 afternoon a week AN x 39 weeks includes 30% on costs)

Total budgeted cost: £65,129.00

## Part B: Review of outcomes in the previous academic year

Number of pupils and pupil premium grant (PPG) received for 2024/25	
Total number of pupils on roll	326
Total number of pupils eligible for PPG	57
Total number of pupils eligible for PPG+	57

**Pupil Premium Strategy Outcomes** This details the impact that our pupil premium activity had on pupils in the 2023 – 2024 academic year

**Attendance**

	<b>24/25</b>
FSM	91.3%
No FSM	95.8%

Attendance of those children with FSM is below that of no FSM children again this year but the gap is closing. FSM and non FSM attendance is monitored weekly and we have some weeks when FSM attendance is higher than non FSM.

- Attendance for 20/22 was 91.8%, 22/23 it was 92.8% and 23/24 it was 93.3% & 24/25 94% for FSM pupils.
- FSM children was monitored weekly and picked up individually by Mrs Nolan and Mrs Mills as necessary.

**Data – July 2025**

- 67% from 30% most deprived (home postcode) achieved a GLD in reception compared to 51% in Bolton
- KS2
  - 78% achieved ARE in reading compared to 73% in Bolton & 75% national
  - 81% achieved ARE in writing compared to 71% in Bolton & 72% national
  - 86% achieved ARE in Maths compared to 75% in Bolton & 74% national

**Well-being**

- 44 disadvantaged children accessed nurture provision in 24/25 with their mental health
- 7 disadvantaged children have access BSS this term
- The Lighthouse Club supports PP children by helping them with homework, reading and spelling work whilst they were in wrap around care.

**Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
TT Rockstars	Maths Circle Ltd
Pathways to writing	Pathways to writing
Literacy shed	Education Shed Limited
Floppy phonics	Oxford Press
Phonics	Phonics Play Ltd
Picture news	Picture news
Music program	Kapow
White Rose Maths	White Rose
Grammarsaurus	Grammarsaurus

Third Space Learning-maths programme	Third Space Learning
Reading Plus reading Programme	Reading Plus solutions
Kapow	Kapow
Natre	Natre