

Pupil premium strategy statement – Padiham Green 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	178
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-26 to 2026-27
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Lisa Tyrer
Pupil premium lead	Lisa Tyrer/Becky McLoughlin
Governor / Trustee lead	Melissa Barber

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,440
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£138,440

Part A: Pupil premium strategy plan

Statement of intent

At Padiham Green CE Primary School there is a school-wide commitment to raising achievement outcomes for ALL pupils. Our aim is to reduce the attainment gap between disadvantaged pupils and their peers whilst supporting every child to reach their full potential and shine. There is a school-wide commitment to raising achievement outcomes for ALL pupils.

Our belief is that the quality of teaching and learning is the most important factor in the achievement of all pupils. While we know that enriching classroom experiences are paramount, we also know that providing enhancements and enrichments to the curriculum are just as important. Experiencing the broader world is a crucial factor before joining it. In addition to this, some children will need more time and/or support to ensure they are able to fulfil their potential. In these cases, additional targeted intervention and support strategies are provided and the impact reviewed regularly. Common barriers to educational achievement faced by many of our eligible children are weak language and communication skills, lack of confidence and low self-esteem. A significant proportion of our pupils have been exposed to adverse childhood experiences (ACEs). These negative experiences can impact well-being and become contributing factors for mental health, attendance and punctuality and complex behavioural difficulties. Some of our children receive less support at home and there may also be complex family situations that can have an impact on children's outcomes, affecting their ability to learn and make good progress. The challenges are complex and varied, therefore, it is important that individual needs are effectively identified and met.

Our strategy is rooted in evidence-based principles drawn from the Education Endowment Foundation (EEF) and the Department for Education (DfE). It is built on three core pillars:

- **High-Quality Teaching:** High-quality teaching is the foundation of our strategy, as it has the greatest impact on narrowing the disadvantage gap. All staff receive bespoke training to ensure consistent, evidence-informed approaches to teaching, with a focus on collaborative learning, oracy, and metacognition. By embedding these practices across the school, we raise standards for all pupils while prioritising disadvantaged learners.
- **Targeted Academic Support:** Targeted interventions focus on closing gaps in key areas such as phonics, reading, writing, and maths. We deliver structured programmes, including one-to-one and small-group tuition, catch-up therapies (e.g., speech and language), and nurture groups. Rigorous assessment cycles inform tailored next steps for all learners, ensuring interventions are responsive and effective.

- Wider Strategies: Recognising that barriers to learning are often multifaceted, we adopt a holistic approach that supports attendance, behaviour, and well-being. Pastoral care is a cornerstone of our provision, alongside financial support for activities, trips, residential, and extracurricular opportunities to broaden pupils' horizons. We actively engage families and the wider community to create a supportive environment that enables every child to flourish.

When making decisions about Pupil Premium funding, we carefully consider our school's context and challenges, drawing on robust evidence from the EEF. Key principles guiding our implementation include:

- Equity, not Equality: Support is tailored to meet the diverse needs of disadvantaged pupils, recognising that challenges vary widely.
- Data-Driven Decisions: Regular data analysis ensures interventions are targeted where they are most needed.
- Whole-School Commitment: All staff are involved in the analysis of data and identification of priorities to ensure collective responsibility for pupil outcomes.
- Tiered Approach: Resources are allocated across teaching quality, targeted support, and wider strategies to maximise impact.

We rigorously evaluate the impact of our Pupil Premium Strategy through:

- Termly assessments and progress reviews.
- Regular book looks and pupil voice activities.
- Monitoring attendance, behaviour and engagement with wider opportunities.
- Outcomes are shared with staff, governors, and parents to maintain accountability and ensure continuous improvement.

By embedding evidence-based practices and addressing the unique needs of our pupils, we ensure that Pupil Premium funding delivers meaningful and sustainable improvements. Our ultimate aim is to create confident, capable learners who are prepared to succeed in school and beyond.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. The gap narrows but still remains to the end of KS2.
2	Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with reading and writing than their non-disadvantaged peers.
3	Assessments, observations and discussions with pupils and teachers indicate undeveloped speech and language skills among many disadvantaged pupils. These are evident from Reception to KS2 and are more prevalent among our disadvantaged pupils.
4	Our assessments, observations and discussions with pupils and families have identified social, emotional and behavioural issues for many pupils. Teacher referrals for support are on the increase, many of these pupils being disadvantaged
5	Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. Our efforts over the last 3 years have been successful in maintaining levels of attendance however, there is still a notable gap.

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 maths attainment for disadvantaged pupils at the end of KS2	KS2 maths outcomes in 2025/26 show that more than 50% of disadvantaged pupils meet the expected standard.
Improved reading and writing attainment for disadvantaged pupils at the end of KS2	KS2 reading (50%) and writing (64%) outcomes in KS2 show that more disadvantaged pupils meet the expected standard in 2025/26. (reading – more than 50% and writing more than 64%)

Improved speech and language skills among disadvantaged pupils	Assessments and observations indicate significantly improved speech and language among disadvantaged pupils.
To achieve and sustain improved wellbeing, including social and emotional skills, for all pupils, particularly our disadvantaged pupils	Sustained high levels of wellbeing and self-esteem by 2025/26 demonstrated by qualitative data from pupil voice, surveys and teacher observations and levels of referrals for our disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance in 2025/26 demonstrated by the overall attendance rate for disadvantaged pupils being no less than 95%.

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: £ 37,939.40

Activity	Evidence that supports this approach	Monitoring	Challenge number(s) addressed
Retention of additional Teaching Assistants to maintain higher than average levels of child-adult support ratios Targeted daily support phonics and daily 1:1 reading. (£36,280.51)	Pupil Progress meetings combined with internal tracking analysis evidences the positive impact of higher-than-average staff-pupil ratios with pupil progress and attainment. Pupil Progress meetings combined with internal tracking analysis evidences the positive impact of 1-1 interventions and group reading/phonics intervention programmes for disadvantaged pupils	SLT/ subject leader monitoring - through lesson observations, learning walks, book looks and talking to pupils will be triangulated to ensure the role of all teaching assistants effectively contribute to the delivery of quality first teaching in all classrooms and this impacts positively on outcomes (see monitoring calendar).	1,2,3

<p>Maths & English Lead attend CPD termly sessions to ensure all teachers continue to implement quality first teaching in maths and English for all pupils</p> <p>(£582)</p>	<p>Internal assessments and tracking combined with Pupil Progress meetings evidenced lower levels of expected attainment from both PP and non-PP children across all year groups in maths and writing.</p>	<p>SLT allocate significant staff meeting time for Maths & English Leads to disseminate and update all teachers with relevant updates/CPD Regular subject leader monitoring will ensure any gaps in subject knowledge or confidence are addressed.</p>	1,2,3
<p>To improve MTC scores and recall of multiplication facts across school.</p> <p>TT Rockstars</p> <p>(£153.30)</p>	<p>Internal assessments and tracking combined with Pupil Progress meetings evidenced lower levels of expected attainment from both PP and non-PP children across all year groups in maths.</p>	<p>SLT/ subject leader monitoring - through lesson observations, learning walks, book looks and talking to pupils will be triangulated to ensure the role of all teaching assistants effectively contribute to the delivery of quality first teaching in all classrooms and impact positively on outcomes (see monitoring schedule)</p>	1,2
<p>To improve parent and children's understanding of how to stay safe online.</p> <p>Knowsley – Internet Safety</p> <p>(£120.00)</p>	<p>Parent and child's voice tells us that our school family find it difficult to keep up to date with changing technologies and how to stay safe online.</p>	<p>Monitoring of CPOMs and collection of parental and child voice.</p>	4
<p>Purchase a validated Phonics scheme with matching texts</p>	<p>Pupil Progress meetings combined with internal tracking analysis evidences the positive impact of</p>	<p>SLT/ subject leader monitoring - through lesson observations, learning walks, book looks and talking to pupils will be triangulated to ensure the role of all teaching assistants</p>	1,2

to fill any gaps in our reading scheme to ensure a consistent approach to the teaching of early reading and phonics. (£803.59)	1-1 interventions and group reading/phonics programmes for disadvantaged pupils. Resources for Little Wandle	effectively contribute to the delivery of quality first teaching in all classrooms and impact positively on outcomes (see monitoring schedule)	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £38,840.50

Activity	Evidence that supports this approach	Monitoring	Challenge number(s) addressed
SALT/ WELCOMM Weekly speech therapist visit to assess children and work with SALT TA to put interventions in place. (£8,910.00)	School baseline data demonstrates pupils' language acquisition is well below national averages on entering Reception Class. The school's socio-economic indicators highlight many of our pupils are from the most disadvantaged backgrounds. There is a wealth of research evidence to support the conclusion that these impact greatly on children's cognitive development (including language acquisition).	Benchmarking data will be collected for pupils who are part of intervention groups. This will be used to discuss progress, attainment, and next steps for pupils during termly Pupil Progress Meetings with SLT. SENCo & SLT to monitor impact (see monitoring calendar)	3
Speech and Language TA Hours to provide 1-1 and small group interventions (£29,042)	School baseline data demonstrates pupils' language acquisition is well below national averages on entering Reception Class. The school's socio-economic indicators indicate that many of our pupils are from the most	Benchmarking data will be collected for pupils who are part of intervention groups. This will be used to discuss progress, attainment and next steps for pupils during termly	3

	disadvantaged backgrounds. There is a wealth of research evidence to support the conclusion that this impacts greatly on children's cognitive and language development.	Pupil Progress Meetings with SLT. SENCo & SLT to monitor impact (see monitoring calendar)	
IDL Dyslexia / Reading Intervention programme: (£478.00) Dyslexia Screening (£410.50)	English subject leaders work alongside the SENDCO and class teachers to identify children who are a cause for concern have conducted a whole school monitoring for writing. Key areas for development have been identified and will be targeted using IDL.	Benchmarking data will be collected for pupils who are part of intervention groups. This will be used to discuss progress, attainment and next steps for pupils during termly Pupil Progress Meetings with SLT. SENCo/SLT & English Subject Leader to monitor impact (see monitoring calendar)	1,2

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

Budgeted cost: £61660.40

Activity	Evidence that supports this approach	Monitoring	Challenge number(s) addressed
Appointment of a full time pupil Pastoral lead to continue to provide high quality support and wellbeing interventions (£28,456)	A high percentage of disadvantaged pupils' struggle with their mental health and wellbeing. The role of the Pupil and Family Support Workers has increased exponentially as the complex needs of pupils and their families has increased. There are a growing number of pupils being added to the school's wellbeing register ranging	Parent/pupil survey, weekly DSL Safeguarding Update meetings, weekly attendance/punctuality figures, termly HT report to the Governing Board.	4,5

	from universal support through the continuum of need to CP level.		
Milk and nutrition (£1,190)	Maslow's hierarchy of needs informs us that a child will not be ready to learn until their basic needs have been met. Providing disadvantaged pupils with a free breakfast and the opportunity to start the day in a positive way impacts significantly on pupil outcomes.	Parent/Pupil surveys, weekly DSL safeguarding update meetings, weekly attendance/punctuality figures.	4,5
Subsidised trips/visitors & experiences (£3,120 residential – YR6 (£2100.00 annual school trips)	First hand experiences through the provision of trips and/or visitors strengthen pupils' ability to recall key skills and knowledge (sticky learning) Let's Go Sing, Class trips, London trip)	Ongoing teacher formative assessment, SLT/Subject leaders talking to pupils, half termly summative assessment/quizzes, termly summative assessments, Pupil Progress meetings and data collection will be used termly to record and evaluate impact of trips/visitors & experiences	4,5
Breakfast Club provided daily for pupils to improve attendance attend free of charge. (£3,400)	Maslow's hierarchy of needs informs us that a child will not be ready to learn until their basic needs have been met. Providing disadvantaged pupils with a free breakfast and the opportunity to start the day in a positive way impacts significantly on pupil outcomes.	Parent/Pupil surveys, weekly DSL safeguarding update meetings, weekly attendance/punctuality figures.	4,5
Attendance & Punctuality Incentives (£1,400)	Attendance rates continue to remain slightly below the Lancashire expectation of 96%, with punctuality rates fluctuating amongst a small number of identified	Weekly DSL Safeguarding & Attendance Update meetings, weekly attendance/punctuality figures	5

	pupils/families. There continues to be a higher than average % of persistent absentee pupils, combined with a small cohort of parent/carers who struggle to recognise the significance of good attendance and punctuality.		
Sports coach (£9,960.90)	Evidence shows that children and young people who are more active have more confidence, higher self-esteem, less anxiety and stress and better social skills – attributes that can help them deal with the challenges they face in daily life. Positive attitudes towards physical activity have also been associated with children being happier.	Parent/pupil survey, weekly DSL Safeguarding Update meetings, weekly attendance/punctuality figures, termly HT report to the Governing Board.	4,5
Decrease persistence absenteeism for identified groups (£11,823.20)	Daily monitor of attendance, Ofsted, work by pupil and family support worker.	Weekly attendance review, same day response, DSL to liaise closely with outside agencies.	5
Purchase of a washer and dryer powder (£210.00)	Children needed school supply of uniform and PE kit, to wash uniforms and PE kits.	Pastoral meetings	4,5

Total budgeted cost: £138,440

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that the performance of disadvantaged pupils is lower compared to non-disadvantaged pupils across school, mirroring national trends in Reading, Writing and Maths. However, there are some successes. The gap is narrowing for disadvantaged pupils in Reading writing and maths for Key stage 2. Disadvantaged pupils in KS1 performed above the national disadvantaged average in writing and reading. This suggests that reading and writing focused interventions and teaching strategies have had a positive impact. In Key stage one, the gap is also closing. This is a significant achievement, reflecting overall consistency in teaching and support across subjects. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

Attendance data is also showing a positive picture when we make comparisons with to local and national data. Our disadvantaged pupils' attendance is slightly above the national average total of disadvantaged pupils and the number of free school meal children on the persistent absence register is below national average by 11.3%. This is very positive.

Our disadvantaged pupils have increased confidence due to the experiences and visits which have taken place across the year, including the wide range of extracurricular activities offered to pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Music Tuition	Lancashire Music service
Wellcomm	GL Assessment
Speech Therapy	Bridge Speech Therapy
PSHE Curriculum	My Happy Mind/Scarf
Inside Out Program	