

# Pupil premium strategy statement – Turton Edgworth CE /Methodist Primary School: 2025-2028

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	185 (Sept 25)
Proportion (%) of pupil premium eligible pupils	6.4% (Sept 24)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	25-26, 26-27, 27-28
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Craig Wheatley
Pupil premium lead	Claire Sears
Governor / Trustee lead	Stacey Painter

## Funding overview

Detail	Amount
Pupil premium funding allocation the academic year 25-26	£ 16,650
Pupil premium funding allocation the academic year 26-27	£
Pupil premium funding allocation the academic year 27-28	£

# Part A: Pupil premium strategy plan

## Statement of intent

At Turton Edgworth CE / Methodist Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education and access to wider opportunities. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. We also recognise that pupils who are not in receipt of the Pupil Premium Grant may need some additional support and/or 'boosting'.

Our ultimate objectives are to:

- Narrow the attainment gaps between disadvantaged pupils and non-disadvantaged pupils
- Ensure children from disadvantaged backgrounds make at least the same progress as other children
- Provide access a wide range of opportunities for our disadvantaged children in order to develop their knowledge and understanding of the world
- Ensure any mental health and wellbeing needs of disadvantaged pupils are met

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils. We work hard to ensure all of our children make outstanding progress but ensure we are especially focused on those in receipt of PPG. Class teachers will identify, through pupil progress meetings, specific intervention and support for individual pupils which are reviewed throughout the year. Alongside academic support, we will ensure that we meet the needs of any pupils who may have social, emotional and mental health needs.

## Challenges

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

Challenge number	Detail of challenge
SEND	57% of pupils who receive PPG also have a specific learning need (SEND)
SEMH	43% of pupils who receive PPG have been referred for some pastoral support between 22-25 order to allow them to reach their potential. Some of our children in receipt of PPG have a lower self-esteem than peers
	CPOMs logs, behaviour reports, and in some cases social care service reports show that some pupils' emotional well-being, social, and behavioural needs are impacting their readiness to learn and their ability to make sustained progress.
Attachment and ACEs	Some disadvantaged children at our school have significant ACEs. We have also noticed that attachment issues are more commonplace at our school with disadvantaged pupils than non-disadvantaged pupils

## 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
To ensure the well-being needs of all pupils eligible for Pupil Premium funding are effectively met, including those whose primary area of need is SEMH, so they are fully prepared and ready to engage in learning.	Sustained levels of wellbeing demonstrated by; pupil voice, parent voice and learning walks; a reduction in behaviour incidents logged on CPOMs and behaviour sheets received; children having a greater understanding of their behaviours; their ability to self-regulate.
To ensure that children in receipt of PPG access as a wide of a variety of enrichment opportunities as all pupils	Staff deliberately plan enrichment activities and the attendance is rigorously tracked. Opportunities may be custom designed to engage pupils in receipt of PPG. ALL PPG children engage in the minimum offer of enrichment
To ensure that all pupils eligible for Pupil Premium, including those with SEND, make at least expected progress from their individual starting points.	Assessments and observations will indicate that children eligible for pupil premium are making expected or accelerated progress from their starting points.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9050

Activity	Evidence that supports this approach	Challenge numbers addressed
Further develop resources within Little Wandle	<a href="https://www.littlewandlelettersandsounds.org.uk/about-us/">https://www.littlewandlelettersandsounds.org.uk/about-us/</a> At Edgworth, we believe that reading is at the heart of all learning and this is evident in our SIP and around school	3
Providing specific tools and resources to support QFT.	This will include Mastering Number the time allocated to implement and monitor. It will also include the training and time for WELLCOMM.  The Mastering Number program is an evidence-based practice that aims to help children in Reception, Year 1, and Year 2 develop a strong understanding of numbers and fluency with number facts  WellComm Toolkit is based on: A focus on communication and language outcomes is the topmost priority for settings' and schools' work with Early Years aged children. The Wellcomm halo Effect: Using Evidence 1 2 3 6 informed research to underpin practice   Stronger Practice Hubs	1, 3
CPD for staff on Emotion coaching	<a href="#">EEF – Emotion Coaching trial</a>  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/emotion-coaching-2024-25-trial">educationendowmentfoundation.org.uk/projects-and-evaluation/projects/emotion-coaching-2024-25-trial</a>  <a href="http://www.emotioncoachinguk.com">www.emotioncoachinguk.com</a>	1,2
CPD and time for enrichment planning (impactful)	Centre for Young Lives – Enrichment & attendance <a href="https://www.centreforyounglives.org.uk/news-centre/new-research-reveals-positive-link-between-enrichment-and-tackling-the-school-attendance-crisis?utm_source=chatgpt.com">https://www.centreforyounglives.org.uk/news-centre/new-research-reveals-positive-link-between-enrichment-and-tackling-the-school-attendance-crisis?utm_source=chatgpt.com</a> CfEY – Education & Enrichment <a href="https://cfey.org/reports/2024/04/education-and-enrichment/?utm_source=chatgpt.com">https://cfey.org/reports/2024/04/education-and-enrichment/?utm_source=chatgpt.com</a> EEF – Extending School Time <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time?utm_source=chatgpt.com">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time?utm_source=chatgpt.com</a>	2
Resources		1, 2, 3

## Targeted academic support (for example, tutoring, one-to-one support, structured interventions) in 25-28

Budgeted cost: £4,029

Activity	Evidence that supports this approach	Challenge numbers addressed
Physical (gross motor) interventions	<a href="https://help-for-early-years-providers.education.gov.uk/physical-development/gross-motor-skills">https://help-for-early-years-providers.education.gov.uk/physical-development/gross-motor-skills</a>	3
Additional phonics support for children who do not achieve the expected standard <b><i>(inc. in KS2)</i></b>	<a href="https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading">https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading</a>  At Edgworth, we believe that reading is at the heart of all learning and this is evident in our SIP and around school	3
Effective deployment of and an increased number of support staff to support key children and year groups in order to provide additional support and inclusive practise.	<a href="https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-teaching-assistants-a-holistic-picture?utm_source=/news/eef-blog-the-impact-of-teaching-assistants-a-holistic-picture&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=deployment">https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-teaching-assistants-a-holistic-picture?utm_source=/news/eef-blog-the-impact-of-teaching-assistants-a-holistic-picture&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=deployment</a>	3

## Wider strategies (for example, related to attendance, behaviour, wellbeing) in 25-28

Budgeted cost: £3586

Activity	Evidence that supports this approach	Challenge numbers addressed
Educational visits	<a href="https://www.teachwire.net/news/mental-health-how-a-great-school-trip-can-boost-childrens-wellbeing/">https://www.teachwire.net/news/mental-health-how-a-great-school-trip-can-boost-childrens-wellbeing/</a>	1, 2, 3
Early help lead allocated to support families - Pastoral support from Family	Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk) <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=coun">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=coun</a> Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic and social outcomes.	1, 2, 3
Strategy 27	All children to access minimum of 4 enrichment activities (SIP – focus on PPG / SEND)	1, 2

**Total budgeted cost: £16,665**

# Part B: Review of the previous academic year

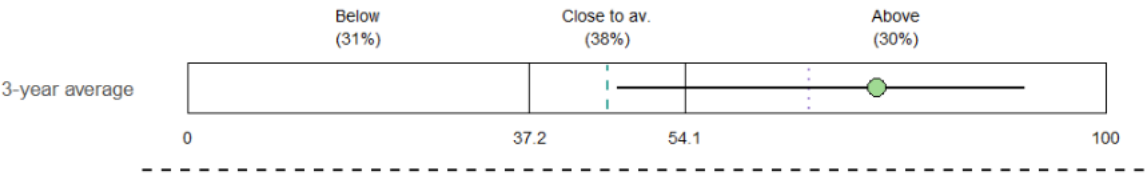
## Outcomes for disadvantaged pupils

The school has identified that 24% of its pupils are in some way disadvantaged or vulnerable, although only a very small proportion of these children are eligible for the PP Grant. Only 4% of children qualify for FSM which is below average (May 25 IDSR). Although this means very little additional funding, school staff and leaders actively deliver strategies to support all of these young people. The school maintains high expectations for all pupils, including those with SEND and disadvantaged pupils. 97% of parents and carers agreed or strongly agreed that the school has high expectations of their child (March 25).

Children who are in receipt of the PP Grant, typically achieve as well as ‘other pupils’ and well above children in receipt of the PP Grant locally and nationally. For example, at the end of Key stage 2, 75% Pupil Premium children at Turton and Edgworth achieved the expected standard in reading, writing and maths combined compared to 50.5% in BwD and 47.4% nationally (BwD Primary School Profile 2025). 82% of ‘other pupils’ achieved this standard at Turton and Edgworth; however, the low number of Pupil Premium children means that 75% (PPG) actually equates to 3 out of 4 children and 82% (other pupils) equates to 14 out of 17 children (BwD Primary School Profile 2025). This is sustained over time:

PPG	24-25		23-24		22-23	
	T&E	National	T&E	National	T&E	National
	75%	47%	75%	46%	67%	44%

(\*BwD Primary School Profile 2023, 2024, 2025)



(IDSR November 2025)

Externally provided programmes

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

<b>Programme</b>	<b>Provider</b>
TT Rock Stars	Maths Circle Ltd
Healthy Young Minds	Lanc's / South Cumbria Health and care partnership
LBQ	Bowland Charitable Trust
Maths Mastery	The Maths Hub (Abacus NW)
CPOMS	CPOMs Safeguarding and well being service
Class Dojo	Class Dojo
WELLCOM	WellCom Primary
Team Teach Training	Team Teach Connec
Mastering Number	NCETM