



## 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
School name	Euxton C of E Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024 to 2025/2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	M Ash, Headteacher
Pupil premium lead	E Obertelli
Governor / Trustee lead	R Edge

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,255
Pupil premium funding carried forward from previous year	£0
<b>Total budget for this academic year</b>	<b>£25,255</b>

# Part A: Pupil premium strategy plan

## Statement of intent

*In our Christian family, we all SHINE in the light of Jesus.*

**‘SHINE’.** This is such an important word at Euxton C of E Primary School. As our vision statement explains, we are committed to ensuring that *all* children are enabled to flourish, reach their potential and ‘shine’, irrespective of their background or the challenges they face. For our school, this means not simply treating everybody the same, but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school. We celebrate and value the achievements and strengths of all members of the school community.

The focus of our pupil premium strategy is to support disadvantaged children to reach their full potential, as well as ensuring progress of those who are already high attainers.

- We consider the challenges faced by vulnerable pupils based on their individual circumstances and needs, personalising our approach as set out in this document to ensure that we support their needs, regardless of whether or not they are disadvantaged.
- High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.
- Rooted in robust diagnostic assessment, we have carefully designed our approach to ensure that it is responsive to common challenges and individual needs, rather than assumptions about the impact of disadvantage. We have adopted approaches that complement each other to help pupils excel. To ensure they are effective we will:
  - ensure disadvantaged pupils are challenged in the work that they are set
  - act early to intervene at the point where a need is identified
  - deliver targeted support and high-quality interventions with an evidence-based record of success
  - adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language and vocabulary gaps among many disadvantaged pupils from EYFS to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations and discussions with pupils indicate disadvantaged children generally have greater difficulties with the application of phonic and spelling rules than their peers which negatively impacts their reading and writing.
3	Internal assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Internal assessments indicate that math's attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
5	Our assessments, pupil questionnaires, observations and discussions with pupils and families have identified social and emotional issues for many pupils. Pupils can struggle with cognitive delays/forming attachments/appropriate relationships with peers/adults and wellbeing. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Teacher referrals for support remain relatively high. 88% of pupils who are disadvantaged currently require additional support with social and emotional needs, with 44% receiving small group interventions and accessing a nurture/Emotional Literacy Support group due to having low self-esteem/pastoral needs.

## 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
A higher proportion of disadvantaged pupils are working at year group expectations in oracy and vocabulary.	Triangulated evidence, including engagement in lessons, pupil book study and ongoing formative assessment indicate improved oral language among disadvantaged pupils
Improved understanding and application of phonics and spelling rules	Assessments, (e.g. writing assessments /spelling ages/progress in intervention programmes) indicate significantly improved application of phonics and spelling rules. Assessments will be triangulated with book sampling, pupil interviews, observations and other formative assessments. Children will

	<p>demonstrate improved vocabulary, sentence structure and spelling in writing.</p> <p>Increased % of PP children at ARE for spelling at end of Key Stage assessments</p>
Improved writing attainment for disadvantaged pupils at the end of KS2.	<p>A higher proportion of disadvantaged pupils are working at age related expectations in Writing.</p> <p>-Each cohort of disadvantaged pupils make at least expected progress.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>A higher proportion of disadvantaged pupils are working at age related expectations in Maths.</p> <p>-Each cohort of disadvantaged pupils make at least expected progress.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils which will support improved learning behaviours and high levels of self-esteem and cultural capital.	<p>Children in receipt of nurture support make both social/emotional progress as evidenced through 1 Decision nurture support package, ELSA programmes, pupil voice.</p> <p>Children are aware of metacognition and use these strategies to support and extend their own learning and improve resilience.</p> <p>Attendance of disadvantaged children at extracurricular activities increases and this in turns impacts positively on wellbeing/attainment</p>

## 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: £28,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve quality of early language through transference to WELLCOM to lay essential skills for communication and phonics learning. Utilise NELI programme to improve language skills and behaviour for learning.	Extensive evidence associates oral language intervention impacts on children's ability to communicate and socialise and impacts on reading and then writing.	1,5,6
Purchase of writing planning units involving construction skills and application. Purchase of sentence structure resource to support teaching. Enhancement of teaching of application of grammar and spelling in writing through training and embedding this across school: Grammar programmes, Little Wandle.	EEF states importance of developing pupils' sentence construction skills in developing fluent writers.  <a href="#">EEF/education-evidence/guidance-reports/literacy-ks2</a>	1,2
Writing CPD and a Writing Health check provided by a Lancashire English consultant	EEF states importance of developing pupils' sentence construction skills in developing fluent writers. EEF: Improving Literacy in KS1 and KS2.	1, 2, 3
Purchase of educational psychologist time to assess children with more complex needs and provide strategies to support: many of these children are our disadvantaged pupils	Battery of tests administered by EP are much wider than those used in school and 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, 2, 3,4, 5, 6
Buy into staff training on identifying and supporting	Five core SEL competencies described in the EEF guidance report, Improving Social and Emotional Learning in	5, 6

neurodiversity and children who suffer from anxiety	<p>Primary Schools: self-awareness, self-management, social awareness, relationship skills and responsible decision making</p> <p>These competencies are highly predictive of a whole range of improved outcomes for children, from educational achievement to lifelong health and success in the labour market.</p> <p>School involvement in PINS project and CPD for staff</p>	
Sustaining our mastery maths approach through continued work with NW Abacus Maths Hub and CPD for staff. Embedding Red Rose Mastery Maths scheme (Y1 – Y5).	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	4
Red Rose Mastery Maths purchased and now being implemented in Reception which ensures consistency from Reception to Year 5.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.	4
Purchasing of Spelling Frame to enable wider access to practice of spellings and embed spelling scheme from Y2 to Y6. Further development to the teaching of spellings in KS2 through Spelling Shed. Y2 to utilise Little Wandle spelling programme in conjunction with phonics teaching.	EEF Guidance: Improving Literacy at KS2, Recommendation 5. Also guidance states the importance of high quality, structured programmes.	2, 3
Embed discrete maths fluency sessions into daily timetable for each year group and ensure consistency of approach through use of maths fluency progression document.	<p>The National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches, emphasises the importance of variation in developing children's understanding of mathematical concepts.</p> <p>EEF guidance states improvements in learning with appropriate parental support</p>	4

Improve the quality of social and emotional learning through effective deployment of ELSA support. Ensure continued CPD and supervision for member of staff delivering nurture programmes.	Extensive evidence associates childhood social and emotional skills with improved outcomes in school and later life  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">EEF/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	5, 6
Training for all staff for both phonics and reading. This will also help support staff when working in small groups/1:1  Purchase of additional reading books and purchase of new reading assessment system.  Subscription to online phonics tracker to support identification of children who may need further support	EEF: Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease.  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a>	1, 2, 3
Continue to buy into use 'Learning By Question' resource to support understanding of grammar and maths.	Learning by Question is endorsed by EEF research  <a href="https://www.lbq.org/Evidence">https://www.lbq.org/Evidence</a>	2,3,4

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

Budgeted cost: £21,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding Speech and Language activities across school	There is a very strong evidence base that suggests oral language interventions, including dialogic activities, such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. EEF +6months: <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions</a>	1,2,3,4, 5,6
Additional phonics sessions using Little Wandle rapid catch up programme	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be	2, 3

	<p>more effective when delivered as regular sessions over a period up to 12 weeks as indicated by the EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</a></p>	
Additional spelling interventions supported by Spelling Shed.	<p>EEF reflects significant gains in progress for pupils working in small groups or accessing 1:1 support</p> <p>Established interventions with evidence-based success</p>	1, 2, 3
<p>Small group support targeting child's specific areas of need.</p> <p>High level targeted TA support in class providing intervention where needed.</p>	<p>EEF reflects significant gains in progress for pupils working in small groups or accessing 1:1 support.</p>	1, 2, 3, 4
<p>High Quality CPD through Yarrow Teaching School, NPQ's, North West Maths Hub, DBE and other quality assured providers e.g. St John Vianney English Hub.</p>	<p>The EEF Guide to the Pupil Premium: -Identifies the importance of spending on improving teaching and including professional development to ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving. This is a key ingredient for a successful school.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidancefor-teachers/pupil-premium/EEF-Guide-to-the-Pupil-PremiumAutumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidancefor-teachers/pupil-premium/EEF-Guide-to-the-Pupil-PremiumAutumn-2021.pdf</a></p>	1,2,3,4
<p>Embedding of Maths Mastery approaches through school (Funded through Maths Hub)</p> <p>Maths lead will work with the North West Maths Hub. Teaching staff and TA's will continue to undertake Maths specialist training in Mastering Number.</p>	<p>There is a significant amount of evidence to support the mastery approach as being highly effective and having great impact. EEF + 5 months:</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mastery-learning</a></p> <p>See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1:</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/early-maths</a></p>	4
Additional teaching assistant support time of 27.5 hours	<p>EEF reflects significant gains in progress for pupils working in small groups or accessing 1:1 support.</p>	1, 2, 3, 4

Improve the quality of social and emotional learning.	<p>There is evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of One Decision Nurture programme to support nurture groups set up for children identified as needing pastoral support</p> <p>One Decision resource embedded in PSHE with 'Ask It Basket'</p> <p>Worry Jars in classrooms for pupils to be able to communicate worries with teacher</p>	<p>Extensive evidence associates childhood social and emotional skills with improved outcomes at home and at school, including improved academic performance, attitudes, behaviour and relationships with peers.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning">EEF/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	5,6
<p>Purchase of 'My Happy Mind' programme. A NHS supported programme to prepare today's children for tomorrow's world by building resilient, balanced and happy minds.</p>	<p>Extensive evidence associates childhood social and emotional skills with improved outcomes at home and at school, including improved academic performance, attitudes, behaviour and relationships with peers.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning">EEF/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	5, 6
<p>Encouraging high levels of physical activity through a range of extra-curricular events and WOW experiences planned in so that all children have a rich</p>	<p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/physical-activity">EEF/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	5,6

experience regardless of their circumstances		
Increased focus within curriculum on mental health and well-being. Whole school well-being homework once a half term so that children and their families can reflect on their well-being and feedback. Well-being lead to have specific training on mental health from the National College	Analysis from summer showed that well-being was improving. With the continuing effects from the pandemic and varying family situations, it is essential that we support and monitor children's well-being.	5,6
Widen the reach of our ELSA programme so that more children are able to benefit	Extensive evidence associates childhood social and emotional skills with improved outcomes at home and at school, including improved academic performance, attitudes, behaviour and relationships with peers. <a href="#">EEF/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	5,6
Ensure all children in need have access to appropriate nurture support	Extensive evidence associates childhood social and emotional skills with improved outcomes at home and at school, including improved academic performance, attitudes, behaviour and relationships with peers. <a href="#">EEF/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	5.6

**Total budgeted cost: £60,400**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year using statutory assessment data as well as internal summative and formative assessment data. The data from summer 2025 demonstrated that disadvantaged children made good progress, especially in terms of progress from relative starting points. Many of our disadvantaged children have made accelerated progress with a greater percentage now attaining in line with national expectations and some children attaining deeper learning. In maths 8% and in reading and writing 17% of children made accelerated progress. This is due to the impact of our mastery approach in maths and additional literacy interventions. Book sampling and pupil interviews with disadvantaged pupils show a greater understanding of key concepts and greater maths fluency.

In reading, on average 67% of children are attaining age related expectations or working above this standard. In maths and writing, 43% of children are attaining age related expectations or working above this standard. Interventions have narrowed the gap between several of our disadvantaged pupils but this is still an identified area for focus this year with additional interventions being put in place. Our disadvantaged children have accessed a new structured spelling intervention scheme which is beginning to show signs of improvement as it provides opportunities to cement new spellings every day. Book sampling and pupil interviews showed progress in grammar skills which are beginning to be applied into writing: this will be a continued focus this year with the introduction of a new grammar scheme of work.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. Attendance for our disadvantaged children is generally good. We have supported families whose attendance has fallen below 90%. In recent years, we have experienced a big increase of children suffering from poor mental health and wellbeing. Our nurture groups have been effective in supporting children: impact has been assessed through observation and feedback/questionnaires from parents, staff and children. More children have needed specialist support with emotional literacy and we employed a member of staff who is qualified in ELSA to deliver this. Some children have individual programmes of support within the classroom and so we have maintained a high level of support staffing in each class, to ensure the support we give

is at the right level for a child's needs. Wow days and other enrichment opportunities have helped boost children's self-esteem and confidence.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2026, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider