

Pupil premium strategy statement - Anderton 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	195
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026 – 27 2027 – 28 2028 - 29
Date this statement was published	21 st September 2026
Date on which it will be reviewed	21 st September 2027
Statement authorised by	Rachel Norton - Smith
Pupil premium lead	Katie Laithwaite
Governor / Trustee lead	Mark Frost

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,720 2026 - 27
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£45,720

Part A: Pupil premium strategy plan

Statement of intent

Our principles:

To ensure that teaching and learning opportunities meet the needs of all of the pupils.

To ensure that appropriate provision is made for pupils who belong to vulnerable groups.

In making provision for disadvantaged pupils, we recognise that not all pupils who receive/eligible for free school meals will be disadvantaged.

We also 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.

Our ultimate objectives are:

To ensure our disadvantaged pupils feel safe and are ready to learn.

To narrow the attainment gap between our disadvantaged and non disadvantaged pupils.

For all disadvantaged pupils in school to make at least expected progress from their starting points in reading, writing and maths.

To provide enrichment experiences to engage and enable our most disadvantaged pupils to thrive.

We aim to do this through:

Securing Quality First Teaching - ensuring that our teaching and learning opportunities meet the needs of all the pupils.

Providing additional support and interventions where needed to help close the gap for our disadvantaged learners.

Ensuring good attendance and punctuality for all pupils.

Providing enrichment opportunities and increasing cultural capital.

Providing pastoral support for our vulnerable families.

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional needs/traumatic experiences that inhibit learning.
2	Poor home learning environments, due to many different reasons, for some children.
3	Low attaining pupils receiving little or no academic support at home.
4	Attendance and punctuality for some pupils.
5	Low income families struggling to pay for trips, clubs, music lessons etc.

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
Children with social and emotional trauma will have their needs met in school and at home.	These pupils will feel safe and happy and ready to learn within the main classroom environment.
Provide support to our low income families in meeting the basic health and social care needs of our pupils. Provide support to vulnerable families in completion of homework and reading through the pastoral team.	Home learning environments for all of our pupils will be safe, children will be appropriately dressed for school and have all equipment required. A strong relationship formed between home and school, working in partnership to support pupils academically and emotionally.
Pupils will make at least expected progress from their individual starting points in Reading, Writing and Maths. The attainment gap between disadvantaged and non-disadvantaged pupils will begin to close.	Attainment gaps will close between disadvantaged and non disadvantaged children. Termly monitoring will demonstrate our pupil premium children making at least expected progress.
To improve the attendance figure of our PP families to ensure that no learning time is lost.	Attendance of Pupil Premium children to raise to 96%.
To ensure that our disadvantaged pupils have the opportunity to explore wider life experiences through enrichment opportunities in school.	Pupil Premium children will have access to extra-curricular clubs, music lessons and school trips to broaden their life experiences.

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: £33,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
To introduce a SPAG scheme of learning across the whole school and embed it consistently through CPD to all staff.	EEF – Improving Literacy in KS1 EEF – Improving Literacy in KS2 EEF -Preparing for Literacy (EYFS) EEF – Effective Professional Development	3
To embed 'Red Rose Letters and Sounds' and 'Red Rose Spelling' to improve children's phonic knowledge, early reading and spelling in KS1 and spelling within KS2.	EEF Phonics Toolkit (+5 months) EEF – Effective Professional Development EEF – Improving Literacy in KS1 EEF – Improving Literacy in KS2	3
Provide CPD to all staff in the new SPAG scheme used in school.	EEF – Effective Professional Development	3
Ensure 'focus subjects leaders' have a strict monitoring cycle to measure the progress and needs of their subject.	EEF – Effective Professional Development	3
Improve staff awareness of metacognition and adopt 'sticky knowledge' strategies to improve pupils recall of information.	EEF – Effective Professional Development EEF – Metacognition and also the work of Rosenshine	3
To monitor the attainment of pupils through termly pupil progress meetings and subject leaders through the monitoring cycle.	EEF – Effective Professional Development	3
Provide parental workshops and continue to adopt an		3

open door policy to support families with year group curriculum.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £5,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide speech and language therapy using 'Wellcomm' in EYFS and KS1.	EEF – Oral Language Interventions (+6 months).	3
Ensure assessments and completed prior and post interventions to enable the impact to be measured.	EEF – Effective Professional Development	3
Select evidence based interventions appropriately to target the individual gaps in learning.	EEF – Effective Professional Development	3
Implement phonics interventions (Bounce Back Phonics, Fast Track Phonics) to ensure that no child is left behind with their reading.	EEF – Phonics toolkit	3
To evidence progress of pupils and impact of interventions through a whole school recording system.	EEF – Effective Professional Development	3

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

Budgeted cost: £5,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
To monitor the attendance and punctuality of PP children and provide support where required through the Early Help process.	EEF toolkit – Parental Engagement	4
To provide one to one pastoral support to children in school who have social and emotional difficulties. To monitor the impact of this support through Boxall profiles.	EEF toolkit – Social and Emotional Learning	1
To access specialist support in meeting the needs of pupils with previous trauma.	EEF toolkit – Social and Emotional Learning	1
To provide additional extra curricular opportunities in the form of clubs, music lessons and school trips to broaden the life experiences of our PP children.	EEF – Physical activity (+1 month). EEF –Outdoor adventure learning shows positive benefits on academic learning and self - confidence. EEF – Arts participation (+3 months)	5
To support low income families in meeting the basic needs of the children in supporting the costs of school equipment and uniform.	EEF toolkit – Parental Engagement	2

Total budgeted cost: £ 44,750

Part B: Review of the previous academic year (2025-26)

Outcomes for disadvantaged pupils

Aim	Outcomes
Children with social and emotional trauma will have their needs met in school and at home.	The pastoral offer at Anderton Primary school is recognised as a strength of the school. We have employed a full time family liaison officer who provides one to one pastoral sessions to vulnerable pupils in order to meet their social and emotional needs. The progress of these pupils is measured using the Boxhall profile targets and communicated regularly to parents. We have a lunch time nurture group to support pupils in less structured times of the school day and CPD offered to all staff in managing the social and emotional needs of vulnerable pupils. Our school is now a 'Trauma Informed' school after all staff have completed training around meeting the needs of pupils who may have experienced significant trauma or have adverse childhood experiences.
Provide support to our low income families in meeting the basic health and social care needs of our pupils. Provide support to vulnerable families in completion of homework and reading through the pastoral team.	We currently have a small number of families receiving additional support through the Early Help process. Part of this is providing additional support with the completion of homework and school work through either supporting the family with strategies to provide a good homework routine or through providing additional lessons within school time to complete the work with the class teacher. Our school has reading volunteers who come in to school weekly to read with pupils attaining in the bottom 5% for their reading ability, as well as additional booster sessions for phonics, reading, writing and maths.
Pupils will make at least expected progress from their individual starting points in Reading, Writing and Maths. The attainment gap between disadvantaged and non-disadvantaged pupils will begin to close.	In the 2026 KS2 SAT's we had 4 pupils who were eligible for the pupil premium funding. 25% of these pupils achieved age related expectations in reading, writing and maths.
To improve the attendance figure of our PP families to ensure that no learning time is lost.	The current attendance figure for the pupil premium group of children is at 91.6% in comparison to 97.5% for the whole school. Persistent absentees are receiving additional support through the early

	help process and support form external agencies as well as school.
To ensure that our disadvantaged pupils have the opportunity to explore wider life experiences through enrichment opportunities in school.	At Anderton we have a wide range of extra curricular activities available to all pupils. If the club/ trip incurs a cost to families then this is funded for pupil premium children from the PPG grant. Years 2, 4 and 6 have the opportunity to take part in a residential each year and 50% of this cost is funded for by school for vulnerable pupils.

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.

Programme	Provider
Red Rose Spelling	Lancashire County Council
Geography Curriculum	Lancashire County Council
SEND support	Lancashire County Council

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Anderton Primary school does have a small number of service children. The funding they receive is prioritised for ensuring these children are provided with evidence based interventions delivered by highly skilled teaching assistants.
The impact of that spending on service pupil premium eligible pupils
The service children we have are currently working at age related expectations in Reading, Writing and Maths.

Further information (optional)