

Pupil premium strategy statement – Little Bollington CE Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

Detail	Data
Number of pupils in school	72
Proportion (%) of pupil premium eligible pupils	33.3%
Academic year that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Janet Gregory Headteacher
Pupil premium lead	Kyla Middleton HLTA
Governor / Trustee lead	Kyla Middleton (Gov)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,725
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£22,725
- To offer maximum support to pupils within their classes, we aim to have a TA in each classroom each morning to enable focus work with pupils	£17,725
- To support families by subsidising our enrichment activities (including residentials, trips, clubs) which the children may miss out on due to financial constraints	£5,000

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

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.

Our approach will be responsive to common challenges and individual needs, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- 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	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.

	<p>Teacher referrals for support remain high:</p> <ul style="list-style-type: none"> - 33.3% disadvantaged (but we believe this figure is much higher in reality at Little Bollington) - 27.2% of pupils on our inclusion register (52.6% PP) - 14.3% of pupils currently have an EHCP (50% PP) - 13.9% of pupils require additional support with social & emotional needs, mental health and are young carers (60% PP) <p>28.1% pupils (56.5% of whom are disadvantaged). 39.1% currently require additional support with social and emotional needs, with 39.1% (13% of whom are disadvantaged) receiving small group interventions.</p>
2	<p>Our attendance data over the last years indicates that attendance among disadvantaged pupils had been lower than for non-disadvantaged pupils Our assessments and observations indicated that absenteeism has negatively impacted disadvantaged pupils' progress.</p>
3	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading/writing than their peers.</p> <p>On entry to EYFS class in the last year, 5 of our disadvantaged pupils arrive below age-related expectations compared to other pupils.</p>

Intended outcome	Success criteria
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> - the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. - Non-attender increased attendance
To achieve age-related standards in	<p>Sustained age-related achievements in EYFS:</p> <ul style="list-style-type: none"> - regular tracking and pupil progress meetings for all pupils, with extra scrutiny for disadvantaged pupils

reading/writing in line with their peers.	
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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.

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:	3
<p>Improve the quality of social and emotional learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Networking</p>	There is extensive 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):	1
One to one and small group support for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Catch-up targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:	1

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Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback demonstrates significant benefits, particularly for disadvantaged pupils.
- Mental Health Lead training and networking. We have a strong relationship with Macclesfield mental health team. We give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Through regular networking with Chester Diocese and a wide range of schools from areas of deprivation, we look at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. Helping to diagnose specific pupil needs and work out which activities and approaches are likely to work in our school.

We will adjust our plan over time to secure better outcomes for pupils.