

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
<b>Lostock Hall Community Primary School</b>	
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	FSM 48 chn = 11% PP 10 chn = 2.4% Service 5 chn = 1.2% In care 3 chn = 0.7% Total: 66 chn = 15.6%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Laura Webb
Pupil premium lead	Laura Webb & Michael Biggs
Governor / Trustee lead	K Caswell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 90,040
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 90,040</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Lostock Hall Community Primary School, we recognise that our disadvantaged pupils may have a range of needs and barriers to their learning. Through our personalised approach, we aim to remove those barriers to ensure equity of access to all learning, access to a relevant and enriching curriculum and wider curriculum so that they achieve their potential and 'Be the best that they can be!'

Our pupil premium strategy aims to meet these objectives by ensuring pupils receive a quality first teach by a well-trained and thoughtful teacher, targeted academic support that is grounded in evidence and tailored to individual need as well as identifying and implementing wider strategies that will develop our children's understand of how to make a positive contribution to the community.

Our key principles of our strategy plan are:

- Every child has access to a highly trained, teacher to receive quality first teaching
- Every child has access to a creative, balanced and well-structured curriculum that meets their needs, allowing them to retain knowledge and develop skills so they learn more, remember more and can apply more
- Every child can achieve their academic potential from their starting points through targeted support (if required)
- Every child can grow as an individual through the provision of targeted opportunities and life experiences
- Every child has the opportunity to develop skills, take part in trips/events to capture their interests and allow them to identify their strengths.

As a Co-operative School, our strategy is underpinned by our Cooperative Values which are:

**Self-help, Self-responsibility, Equality, Democracy, Ethical Values**

### Challenges

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

Challenge number	Detail of challenge
1	Some children may not have a structured routine within their family/support from significant adults. Some children receiving PP have lower self-esteem and need to develop their organisational skills. This is noted by professionals working with the child/ren (attendance, punctuality and homework can be a concern).
2	Attainment in Reading, Writing & Maths following the National lockdown/isolation, is below that of their peers.
3	Some children may not have the opportunity to have 'life experiences' expectant with their age due to family circumstances.

## 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
Reduce barriers to learning to raise self-esteem	Pupil voice/Pupil Book Study will show an improved attitude to learning.
Improve achievement in Reading / Writing / Maths	Higher proportion of chn meeting age related expectations. Pupil voice reflects a love for reading. Successful implementation of I'm a Clever Writer. Participation in school/Axia writing competitions. Clear progress for chn accessing IDL (Eng & Maths) programme. Progress of NTP targeted chn.
Children to access all learning school has to offer	Children will attend all school educational visits and take part in extra-curricular activities.

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD – AXIA/WRIST	Supporting SEN chn in the classroom	3
Staff CPD	S&L support	1
High quality CPD for all staff as part of Axia, WRIST and Teaching School Hub	EEF Guide to the PP: Identifies the importance of spending on improving teaching including professional development to ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving. EEF Effective PD: High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.	1, 2, 3, 4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention sessions - IDL	In 2002, Richard Scrase analysed the progress made by 150 learners on the IDL programme. The study found average improvement rates in reading and spelling by a factor of 4 times.	2, 3, 4
Employed TA for support	EEF states that Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average.  Within school we recognise that we need to support our PP pupils using other qualified professionals	1, 2, 3, 4
Employed TA to deliver SALT	EEF states that Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average.  Within school we recognise that we need to support our PP pupils using other qualified professionals	1, 2, 3, 4
FSW/LM	Team around the family approach	1
Phonics Scheme implemented across school	Bug Club	2, 3,

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School Implementation into the curriculum (YR, Y3, Y5)	Key findings from NEF (New Economics Foundation) Project: The evaluation suggests Forest Schools make a difference in the following ways: <b>Confidence:</b> children had the freedom, time and space to learn and demonstrate independence <b>Social skills:</b> children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play <b>Communication:</b> language development was prompted by the children's sensory experiences <b>Motivation:</b> the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time <b>Physical skills:</b> these improvements were characterised by the development of physical stamina and gross and fine motor skills <b>Knowledge and understanding:</b> the children developed an interest in the natural surroundings and respect for the environment  EEF states that on average, pupils who participate in adventure/outdoor learning interventions make approximately four additional	1

	months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.	
Financial support for Educational Visits costed extra-curricular clubs to improve their cultural capital	OFSTED – The Pupil Premium, How Schools are spending the Funding successfully to maximise achievement 2013. EEF – Guide to PP (Sept 2024) Gap Buster 8: The full range of educational experiences – support is given to ensure that all pupils have full access to broad educational experiences, such as residential courses, competing in sporting events and career-linked finance and banking events.	1
All disadvantaged pupils have the opportunity to play a musical instrument	Frontiers in Neuroscience: state that benefits of musical training extend beyond the skills it directly aims to train and last well into adulthood. For example, children who undergo musical training have better verbal memory, second language pronunciation accuracy, reading ability and executive functions. Learning to play an instrument as a child may even predict academic performance and IQ in young adulthood. <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3957486/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3957486/</a>	1
Effective pastoral support	EEF evidences that this approach has a positive impact, on average, of 4 months additional progress over a year.	1
PP is well led by SLT and PP Champion	Putting evidence to work – EEF. Identifies the importance of a school creating a leadership climate that is conducive to good implementation therefore supporting systems to ensure disadvantaged pupils achieve.	1

## 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.

PP chn (59 chn) gaining the expected standard:

Subject area	EYFS	KS1	KS2	Whole Sch
Reading	20%	80%	64%	73%
Writing	20%	80%	55%	56%
Maths	20%	90%	82%	72%

From the results will provide:

PP chn will access IDL to support writing and maths.

EY & KS1 will have Bug Club sessions delivered daily.

Early Talk Boost & Talk Boost will be used for EYFS and KS1 children in Spring/Summer term.

Precision Teaching to support all KS2 PP chn

### Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service chn were both part of target groups focusing on Reading, Writing, Maths. Service chn accessed targeted Forest School sessions
What was the impact of that spending on service pupil premium eligible pupils?	Chn met their personal targets. 40% are working at exp standard in Reading. 40% are working at exp standard in Writing. 80% are working at exp standard in Maths.

### Externally provided programmes

Programme	Provider
TT Rock Stars	Reading Solutions
IDL English & Maths	Maths Circle Ltd
Maths Seeds	IDL/Ascentis
Reading Eggs	3P Learning