

Farington Moss St. Paul's CE Primary School

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 to 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	J Eccleston, Headteacher
Pupil premium lead	J Eccleston
Governor / Trustee lead	K Marginson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£70,955
Total budget for this academic year	£70,955

Part A: Pupil premium strategy plan

Statement of intent

At Farington Moss St. Paul's CE Primary School, our mission is rooted in our Christian vision:

“Thrive in the gift of life” (based on John 10:10).

We believe every child is uniquely created and valued by God, and we are committed to enabling all pupils—especially those eligible for Pupil Premium funding—to flourish academically, socially, and spiritually. Our strategy ensures that barriers to learning are removed so that every child can experience life in all its fullness.

Through targeted support, high-quality teaching, and enrichment opportunities, we aim to:

Nurture potential: Empower pupils to achieve their best in all areas of learning.

Promote equity: Provide resources and interventions that close gaps in attainment.

Foster well-being: Support emotional, social, and spiritual growth alongside academic success.

Celebrate individuality: Recognise and develop the unique gifts and talents of every child.

Our 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. Our approach reflects our belief that education is not only about knowledge but about shaping character and preparing pupils to thrive in the gift of life.

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
2	Internal assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
3	Internal assessments indicate that maths attainment among disadvantaged

	pupils is below that of non-disadvantaged pupils.
4	Teacher referrals for social and emotional support are high. Small group interventions and accessing a nurture/Emotional Literacy Support group due to having low self-esteem/pastoral needs.
5	Punctuality and Attendance: Some of our disadvantaged pupils' attendance is less than 90% which impacts on learning and outcome

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
Reading attainment gap reduced	By end of 2025–26: reduce the gap in proportion of PP pupils at ARE in reading by 5 percentage points versus 2024–25 baseline; by end of 2027–28 reduce by at least 10 percentage points. Termly monitoring shows increased fluency and improved reading comprehension measures for PP pupils assessed by school reading records and standardised tests. (Linked to challenge 1) Evidence - EEF: Improving Literacy in KS2
Writing attainment improved	By end of 2025–26: increase proportion of PP pupils at ARE in writing by 5 percentage points; improved transcription fluency, vocabulary and composition scores in teacher assessments and internal moderation. (Linked to challenge 2) Evidence - EEF: Improving Literacy in KS2
Maths attainment gap narrowed	By end of 2025–26: increase proportion of PP pupils at ARE in maths by 5 percentage points; diagnostic assessments show improved number fluency and reasoning. Structured small-group/one-to-one tuition in targeted year groups; mastery approaches and manipulatives used. (Linked to challenge 3) Evidence - EEF: Mathematics in Key Stages 2 and 3 (evidence)
SEMH needs reduced and coping improved	Improved ELSA / wellbeing scores and fewer lesson disruptions recorded; pupils report increased well-being in school surveys. (Linked to Challenge 4.) Evidence - EEF: Social and emotional learning
Attendance and	Within 12 months increase average attendance for disadvantaged pupils from current baseline to at least 95% for the targeted cohort; reduce number of

punctuality improved	disadvantaged pupils with attendance <90% by 50% over 2 years. Improved punctuality records and reduced missed learning sessions. (Linked to Challenge 5.) Evidence: DfE Using Pupil Premium guidance (attendance strategies) and EEF Supporting School Attendance resources. [EEF: Supporting school attendance].(https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-school-attendance-a-new-tool-for-reflection-and-planning)
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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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £32,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD Talk programme: training on oracy, reading comprehension strategies, explicit vocabulary instruction, modelling writing composition strategies	EEF guidance: Reading comprehension strategies (+7 months) and EEF Improving Literacy in KS2 (writing composition strategies and vocabulary instruction). Also EEF guidance on effective professional development and formative assessment best practice. EEF: Reading comprehension strategies , EEF: Improving Literacy in KS2 , EEF: Characteristics of Effective Teacher Professional Development	1, 2,
Phonics and early reading fidelity (Reception–KS1): maintain high-quality	EEF: Phonics guidance and EEF/DfE reading	1

systematic synthetic phonics delivery (Read, Write, Inc); ensure swift identification and catch-up for pupils who struggle. Development days to support consistency of high quality delivery.	frameworks emphasise systematic phonics as foundational for early reading and comprehension. DfE: Reading Framework guidance links included in DfE Using Pupil Premium guidance , [EEF: Phonics in Teaching and Learning Toolkit]	
Each class has consistent support each day with experienced staff. Support for both social/emotional and educational aspects of development.	Children are able to achieve differentiated learning objectives in lessons through additional support and high-quality teaching and learning opportunities. Emotional support each day to ensure all children have success and are keen to learn	1,2,3,4
Improve mathematics classroom practice: mastery-based approaches, use of manipulatives and representations, explicit teaching of problem-solving and reasoning; provide targeted maths CPD and modelling by maths lead.	EEF mathematics guidance (Improving Mathematics in KS2 & 3) and EEF toolkit recommendations (manipulatives, problem-solving, mastery learning). EEF: Mathematics evidence and guidance	3

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

Budgeted cost: £ 30,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured small-group tuition (short, focused programmes) for identified PP pupils in reading and maths, delivered by Teaching Assistants or teachers.	EEF Teaching and Learning Toolkit: Small group tuition and one-to-one tuition show average effects of +4–5 months when well-implemented; evidence emphasises diagnosis, short sessions and linking to classroom teaching. EEF: Small group tuition & One-to-one tuition (Toolkit & guidance)	1, 3
Targeted reading comprehension programme for Year 6 pupils (Reading Plus)	EEF: Reading comprehension strategies (+7 months); guided oral reading and repeated reading support fluency and comprehension. EEF: Reading comprehension strategies	1
Structured writing interventions (composition strategy sessions, sentence-level work, handwriting/transcription practice) delivered in small groups and linked to class writing units.	EEF Improving Literacy KS2: Teach writing composition strategies through modelling and supported practice; transcription/sentence construction practice improves fluency and	2

	freed cognitive resources for composition. EEF: Improving Literacy in KS2	
One-to-one or very small group tuition for pupils with substantial gaps (targeted Year 6 reading, writing, maths boosters ahead of statutory assessment windows). Delivered by teachers.	EEF guidance: One-to-one tuition effective for low-attaining and disadvantaged pupils; DfE tutoring guidance and EEF Making a Difference with Effective Tutoring resources. DfE: Tutoring guidance & EEF resources, [EEF: Tutoring guidance and Making a Difference with Effective Tutoring]	1,2,3
Deploy TAs for high-quality, structured interventions (short sessions, explicit programmes such as Catch Up Literacy/Catch Up Numeracy where appropriate) with pre- and post-assessment.	EEF: Teaching assistant interventions are effective when TAs deliver structured interventions with training and clear linkage to classroom teaching (+4 months). EEF: Teaching Assistant Interventions	1, 2, 3,

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

Budgeted cost: £ 7,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted SEMH provision: implement an evidence-informed SEL programme (classroom-based where universal, plus targeted small-group ELSA-style interventions and trauma-informed pastoral sessions). train staff in trauma-informed practice (phase 2 & 3 of trauma-informed plan).	EEF: Social and Emotional Learning interventions have positive effects on attainment and wellbeing (+3 months average) and guidance on embedding SEL. EEF: Social and emotional learning	4
Attendance improvement strategy: assign attendance lead and pastoral family worker; implement EEF attendance themes (build holistic understanding of families; effective communication; targeted responsive interventions); personalised communications, early home visits and mentoring for persistent absentees. Offer attendance incentives carefully (non-stigmatising) and remove practical barriers (breakfast club places, travel help where needed).	DfE Using Pupil Premium guidance (attendance strategies) and EEF Supporting School Attendance / Rapid Evidence Assessment (themes include parental communication, tailored responses and family engagement). DfE: Using Pupil Premium guidance , EEF: Supporting school attendance resources	5
Breakfast club & in-school resource provision for disadvantaged pupils (free or subsidised places) to improve attendance, punctuality, concentration and readiness for learning.	EEF summary of wider strategies and DfE menu of approaches (breakfast clubs & meal provision); EEF evidence indicates meal provision and breakfast clubs can help remove barriers to attendance and learning (evidence mixed but	5

	promising when combined with other strategies). DfE: Using Pupil Premium guidance (Menu of approaches) , [EEF: Free school breakfast provision evidence review]	
Enrichment and access (extra-curricular clubs, subsidised trips, theatre/music access): provide PP-funded places so disadvantaged pupils access cultural capital and improved engagement.	EEF: Arts participation and enrichment have some positive impacts (+3 months in some studies) and contribute to engagement and broader development; DfE menu includes extra-curricular activities as Tier 3 approaches. [EEF: Arts education & EEF Toolkits summary], DfE: Using Pupil Premium guidance (Menu of approaches)	4

Total budgeted cost: £ 70,955

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts and bearing in mind the small numbers in some cohorts). A proportion of our pupil premium children also have SEN and are under an EHCP (9 pupils or 25%).

The attainment data for summer 2025 demonstrated that across years 1-6 in Reading 55% achieved ARE or above, in Writing 39% and in Maths 48%. Although this this hasn’t quite achieved our targets for this year we have seen a closing of the gap based on summer 2024 attainment, particularly in Maths. Reading and writing are broadly in line.

	Disadvantaged	Non-disadvantaged
Reading	55%	77%
Writing	39%	75%
Maths	48%	73%

Strong attendance has been maintained. Pupil premium children data indicated 67% of the cohort achieved 95% plus attendance over the year. This is an improvement from 60% in summer 2024. Effective early interventions continue to support our families and help to maintain our strong attendance across school.

To ensure the holistic development of the children: raising aspirations, feeling successful, enjoying learning, belonging to a school community and feeling safe secure and supported, our disadvantaged children have access to the whole curriculum and funded enrichment opportunities such as school trips, sports clubs and forest school provision.

Forest school provision parent and pupil feedback indicates extremely positive views. Building confidence and resilience, being outdoors in all weathers, providing opportunities for creative experiences were the most popular.

Weekly nurture support (including ELSA) to support self-esteem, growth mindset and well-being has been accessed by our disadvantaged pupils and improved their social and emotional wellbeing. TAF meetings, behaviour and emotional support agencies and our family support worker have supported families. Some disadvantaged pupils have had access to Breakfast and After-School Club to ensure a punctual start to the day.

Externally provided programmes

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

Programme	Provider
Reading Plus	Discovery Education
Read Write Inc	Ruth Miskin Literacy
Talk Programmes	LPDS