



Deepdale Community Primary School

Pupil Premium Policy and Statement

Autumn Term 2025



What is the Pupil Premium?

The pupil premium was introduced by the government in April 2012. It was designed to give additional money to support schools in raising the attainment of children who receive free school meals, children whose parents serve in the armed forces and children in local authority care. These groups of children have been identified nationally as achieving at a lower level than children from less disadvantaged backgrounds. The Government believes the pupil premium which is additional to main school funding is the best way to address the current underlying inequalities between these vulnerable groups of pupils and their wealthier peers, by ensuring that funding to tackle disadvantaged children reaches the pupils who need it most.

The purpose of the pupil premium is to help schools provide targeted support for vulnerable children. In most cases the pupil premium is allocated to schools and is clearly identified. It is for schools to decide how the pupil premium is spent since they are best placed to assess what additional provision should be made for the pupils in their responsibility. However schools are to be held accountable for how they have used the additional funding to support their pupils. From September 2012 this information must be published on the school website.

Pupil Premium at Deepdale Community Primary School

At Deepdale Community Primary School we are committed to ensuring all of our children make the best possible progress. We track the progress of every child on a regular basis and do all we can to make sure that each child achieves their potential. We also have a duty to ensure no groups of children are disadvantaged due to their gender, ethnic origin, family income or background.

We are well staffed at Deepdale Community Primary School and children in all year groups learn in classes where the staff team include a teacher and support staff. Children are familiar in working in different sized groups at different times of the day with different adults. Children of all abilities have the opportunity to work on a one to one basis or in a small group with an adult. At Deepdale Community Primary School, we do give children extra support when they need it.

The pupil premium funding has allowed us to continue and extend what we already do to monitor children's progress and give additional support when required. Children are certainly not singled out or stigmatised for getting extra attention and we never label a child in front of the other children for receiving free school meals or being in care.

In making provision for disadvantaged pupils we also recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.



Deepdale Community Primary School

Pupil Premium Plans: 2025 – 2026



Common barriers for our disadvantaged pupils can be weak language and communication skills, lack of confidence, more frequent behavioural difficulties, attendance and punctuality and less support at home. There may also be complex family situations that can have an impact on children's learning and progress. The challenges are complex and varied, therefore it is important that individual needs are identified and catered for.

There is a significant degree of social and economic disadvantage within the local community. LSIP (2025) Socio-economic indicators – Multiple Deprivation Index, Education, Income, Employment, Health, Housing, Crime and Living Environment indices place the Deepdale area of Preston between the 5% and 25% most deprived wards in the country. At Deepdale Community Primary School, there is a school wide commitment to raising achievement for all pupils and a key objective for the use of the pupil premium grant is to close the gap between pupil groups.

Aims

- To further develop oracy, vocabulary, language and communication skills
- To raise standards and close the attainment gap in Reading
- To raise standards and close the attainment gap in Writing
- To raise standards and close the attainment gap in maths
- To continue to develop confidence, independence and self esteem
- To continue to improve attendance and punctuality

Pupil Premium Funding

In 2025/2026 Deepdale Community Primary School was allocated £285,835 for Pupil Premium Funding. The breakdown is:

Early Years PPG: £1500

Pupil Premium Plus: £13,150 for 5 x Post Looked after children

Indicative Pupil Premium Grant: £271,185: £1515 for 179 Ever 6 children

In October 2025, at the time of the School Census there were 176 Pupil Premium children in school.

Other significant funding has been added to ensure we can support all of our most disadvantaged and vulnerable pupils and effectively meet their needs.

The money is being used to provide the following:

- A high level of teaching assistant support in all classes in EYFS, KS1 and KS2 to ensure children receive small group differentiated support for phonics, writing, reading and maths so that they are challenged to achieve
- One to one and small group provision by the Learning Mentor team – led by an experienced Pupil Support Manager, to support the social and emotional development of targeted pupils experiencing barriers to their learning, which range from low self-esteem, prevention of bullying, poor attendance, poor behaviour and poor attitudes to learning. The team also provide family support and parenting classes
- Additional reading, writing, phonics, PSHE interventions delivered to clearly identified focused groups of children throughout the school.
- Link educational psychologist provided by Acorn Psychology Service to support the assessment, mentoring, implementation and evaluation of interventions and programmes for children with SEN.

- Speech and Language Therapy provided by Happy Talk to support children with speech, language and communication difficulties.
- Regular CPD to support staff in teaching basic skills within a broad and rich curriculum so that they can engage and meet the needs of all learners.
- Relentless focus on High Quality First Teaching – Making use of expert and experienced Senior Leaders through 'Joint Practice Development' which consists of lesson study, team teaching and Modelling teaching strategies approaches
- Expert and Experienced Senior Leaders that are focussed on Oracy, Phonics, Reading, Writing and Maths issues throughout the school
- Support for the Pastoral Team to monitor the attendance patterns of targeted pupils, address the needs of vulnerable children whose attendance is a concern and provide support, advice and guidance to parents and pupils on improving attendance and punctuality.

Autumn Term 2025

Nursery Pupil Premium Plans 2025 – 2026

- 1 (3%) girl is entitled to the Pupil Premium Funding
- 1 child falls into other vulnerable groups (e.g.: Pakistani Heritage)
- 1 child has English as an additional language

Attainment:

- Baseline Data shows that 1 child started Nursery at age-related expectations

Reception Pupil Premium Plans 2025 – 2026

- 18 (22%) children entitled to the Pupil Premium, 8 boys (44%) and 10 girls (56%)
- 3 children also fall into the SEND group: for ASD, SEMH and DS
- 1 child is NTE until April 2027 with 1 further child having previously been NTE
- 9 of these children fall into other vulnerable groups (e.g.: 2 Pakistani Heritage, 3 White British Heritage, 5 Summer Born. 9 children feature in more than one vulnerable group
- 11 children have English as an additional language
- 3 children are currently receiving learning mentor support for behaviour and well-being
- 1 child is on CP
- 0 child is a CLA

Attendance Information for these children:

- 87.6% is the average attendance of the Pupil Premium children in the cohort
- 7 children tracked by attendance team
- 4 children have expected/good attendance
- The remaining children have attendance lower than 96% but this is linked to extended leave or illness etc. and does not require tracking.

Attainment:

- Baseline Data shows that 3 children started school at age-related expectations
- 9 children are working below the baseline in one aspect or both aspects of Communication and Language
- 12 children are working below the baseline in one aspect or all aspects of Personal, Social and Emotional Development
- 8 children are working below the baseline in one aspect or both aspects of Physical Development
- 11 children are working below the baseline in one aspect or all aspects of Literacy

- 6 children are working below the baseline in one aspect or both aspects of Mathematical Development

Interventions and additional support based on Baseline Data:

- **Communication and Language :**
Wellcomm delivered at least 3 x weekly
Focus on child-adult interactions – two-way conversations
- **Personal, Social and Emotional Development:**
In class support related to friendships
Bespoke visual timetables
Part-time timetables in place to support regulation
Toilet training adult support
Learning Mentor support
- **Physical Development:**
Motor Screening Programme to develop both gross and fine motor skills
Additional Handwriting practise – formation of taught graphemes
Fine Motor Skills – pencil grips
Outdoor Learning – Interventions on balancing, climbing equipment
- **Literacy:**
Additional 'Keep up-Catch up' Phonics interventions
Additional Reading alongside an adult
Scaffolds provided to support transcription – phonics mats
- **Mathematical Development:**
In class support alongside an additional adult

Alongside these bespoke interventions, adults work alongside identified children through targeted support within Continuous Provision.

Year 1 Pupil Premium Plans 2025 - 2026

- 16 (21%) children entitled to the Pupil Premium, 8 boys (50%) and 8 girls (50%). 1 child entitled to Pupil Premium Funding is currently accessing provision in the Jigsaw Class and is not included in the report.
- 3 children also fall into the SEND group: for Cognitive Development and Hearing
- 0 children are NTE
- 8 of these children fall into other vulnerable groups (e.g.: 3 Pakistani Heritage, 3 White British Heritage, 2 Summer Born. 2/8 children feature in more than one vulnerable group.
- 7 children have English as an additional language
- 0 children are currently receiving learning mentor support for behaviour and well-being
- 0 children are on CP
- 0 child is a CLA

Attendance Information for these children:

- 94.5% is the average attendance of the Pupil Premium children in the cohort
- 1 child is tracked by attendance team
- 13 children have expected/good attendance
- The remaining children have attendance lower than 96% but this is linked to extended leave or illness etc. and does not require tracking.

Attainment:

- End of EYFS data shows that 8 children started Year 1 with a Good Level of Development
- 7 children are working below the expectations in Phonics/Reading
- 8 children are working below the expectations in Writing
- 3 children are working below the expectations in Maths

Interventions and additional support based on Baseline Y1 Data:

Phonics

- Additional 'Keep up-Catch up' Phonics interventions led by the Teaching Assistant (Phase 3)
- Additional in class support from the Teaching Assistant during every Phonics (Phase 3 &5) session, if required
- 1:1 additional Phonics pre-teaching alongside the Teaching Assistant daily for children with additional barriers
- Scaffolds provided to support transcription – phonics mats

Reading

- Additional 1:1 Reading at least 3 x weekly
- 1:1 bespoke Reading Intervention daily for children with additional barriers

Writing

- Additional in class scaffolding from the Class Teacher in daily Writing sessions – sentence frames/phonics mats/pencil grips
- Gross motor skill intervention alongside the Teaching Assistant, when required
- Handwriting practise for identified children
- Bespoke language support, for identified children with additional barriers – Wellcomm

Maths

- Additional in class scaffolding from the Class Teacher in daily Maths sessions – concrete resources
- Additional support with the instant recall of key Maths facts

Year 2 Pupil Premium 2025 - 2026

- 19 (22%) children entitled to the Pupil Premium, 12 boys (63%) and 7 girls (37%)
- 4 children also fall into the SEND group: for learning/autism
- 0 children are NTE
- 5 of these children fall into other vulnerable groups (White British)
- 0 children are currently receiving learning mentor support for behaviour and well-being.
- 0 children on CP
- 0 children is a CLA.

Attendance Information for these children:

- 93.84% is the average attendance of the Pupil Premium children in the cohort
- 5 children tracked by attendance team
- 12 children have expected/good attendance
- The remaining children have attendance lower than 96% but this is linked to extended leave or illness etc. and does not require tracking.

Interventions and additional support:

- 1:1 Reading – All Pupil Premium children are in receipt of additional 1:1 Reading at least 3x weekly.

- Phase 3 Phonics – Consolidating Phase 2/3 phonemes in addition to blending and segmenting skills – daily – 6 children.
- Phase 5 Fast Track Phonics – Consolidating alternative phonemes in addition to blending and segmenting skills - daily
- Talk Boost – specifically for NTE children / those significantly not on track
- Additional KUCU in Maths and Writing – children. Additional TA support following the lessons to recap/consolidate daily Maths or English learning - when required.

Year 3 Pupil Premium 2025 – 2026

- 31 (33%) children entitled to the Pupil Premium, 10 boys (32%) and 21 girls (68%)
- 7 children also fall into the SEND group: for learning/autism
- 3 children are NTE
- 6 of these children fall into other vulnerable groups (White British)
- 2 children are currently receiving learning mentor support for behaviour and well-being.
- 0 children on CP
- 0 children is a CLA

Attendance Information for these children:

- 94.35% is the average attendance of the Pupil Premium children in the cohort.
- 5 children tracked by attendance team
- 20 children have expected/good attendance
- The remaining children have attendance lower than 96% but this is linked to extended leave or illness etc. and does not require tracking.

Interventions and additional support:

- 3 children receive NTE support three times per week
- 5 children in Phonics intervention
- Additional 1:1 reading for all children
- Additional support for Writing (in-class and intervention) for identified children when required
- Maths intervention for 12 children – times tables and number bonds.

Year 4 Pupil Premium 2025 – 2026

- 24 (25%) children entitled to the Pupil Premium, 11 boys (44%) and 13 girls (56%)
- 3 children also fall into the SEND group: for learning/autism
- 5 children are NTE
- 5 of these children fall into other vulnerable groups (White British)
- 1 child is currently receiving learning mentor support for behaviour and well-being.
- 0 children on CP
- 0 children is a CLA

Attendance Information for these children:

- 92.78% is the average attendance of the Pupil Premium children in the cohort.
- 1 child tracked by attendance team
- 8 children have expected/good attendance
- The remaining children have attendance lower than 96% but this is linked to extended leave or illness etc. and does not require tracking.

Interventions and additional support:

- 5 children receive NTE support three times per week
- 1 child in Phonics intervention
- Additional 1:1 reading for all children
- Additional support for Writing (in-class and intervention) for identified children when required
- Maths intervention for 6 children – times tables up to 12 x 12.

Year 5 Pupil Premium 2025 – 2026

- 30 children entitled to the Pupil Premium, 16 boys (53%) and 14 girls (47%)
- 5 of these children also fall into the SEND group: for either Cognition and Learning, Social, Emotional Mental Health (neurodiversity) or both.
- 9 children are NTE
- 22 of these children fall into other vulnerable groups (e.g.: 9 Pakistani Heritage, 13 Summer Born, 4 both)
- 4 children are currently receiving learning mentor support for behaviour and well-being.
- 1 child on CP
- 0 children are CLA

Attendance Information for these children:

- 92.22% is the average attendance of the Pupil Premium children in the cohort.
- 0 children tracked by attendance team
- 18 children have expected/good attendance
- The remaining children have attendance lower than 96% but this is linked to extended leave or illness etc. and does not require tracking.

Interventions and additional support:

- Class based TAs are currently not delivering additional afternoon interventions; the majority of additional support for Writing and Maths is through first quality teaching within lessons.
- Reading: 21 children have additional 1:1 reading (teacher/TA plus an additional adult 1 day a week)
- NTE: 3 children are receiving small group or 1:1 additional TA support. This is in the form of pre-reads, pre-teach vocabulary and/or focused sentence construction activities starting with oral composition.

Year 6 Pupil Premium 2025 – 2026

- 37 children entitled to the Pupil Premium, 15 boys (41%) and 22 girls (59%)
- 6 of these children also fall into the SEND group: for either Cognition and Learning, Social, Emotional Mental Health (neurodiversity) or both.
- 7 children are NTE
- 20 of these children fall into other vulnerable groups (e.g.: 12 Pakistani Heritage, 8 Summer Born, 3 both)
- 3 children are currently receiving learning mentor support for behaviour and well-being.
- 0 children on CP
- 0 child is a CLA

Attendance Information for these children:

- 93.94% is the average attendance of the Pupil Premium children in the cohort. (One child has an attendance of 39.3% which greatly impacts the cohort. This child has a number of barriers to attendance that are being managed through the attendance procedures.)
- 6 children tracked by attendance team
- 14 children have expected/good attendance
- The remaining children have attendance lower than 96% but this is linked to extended leave or illness etc. and does not require tracking.

Interventions and additional support:

- Class based TAs are currently not delivering additional afternoon interventions; the majority of additional support for Writing and Maths is through first quality teaching within lessons.
- Reading: 31 children have additional 1:1 reading (teacher/TA plus an additional adult 1 day a week)
- NTE: 4 children are receiving small group or 1:1 additional TA support. This is in the form of pre-reads, pre-teach vocabulary and/or focused sentence construction activities starting with oral composition.