



**EUXTON
PRIMROSE HILL**
Primary School
"Together we will make a difference."

Euxton Primrose Hill Primary School Pupil Premium Strategy Statement 2025 – 2026

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 during this period and the effect that last year's spending had within our school.

School overview

Detail	Data
School name	Euxton Primrose Hill Primary School
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	12.4%
Academic year/years that our current pupil premium strategy plan covers	2025–2028 (This is year 1 of a 3 year strategy)
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs Claire Jones Headteacher
Pupil premium lead	Mrs Claire Jones Headteacher
Governor lead	Mr David Marchant

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£94,240

Part A: Pupil premium strategy plan

Statement of intent

At Euxton Primrose Hill Primary School, our aim is for all pupils to make strong progress and achieve high attainment. Our Pupil Premium strategy is designed to ensure that disadvantaged pupils receive the support they need to thrive academically, socially and emotionally.

We are committed to ensuring that all pupils, regardless of background, have access to the same high expectations, rich curriculum opportunities and support to remove barriers to learning. Our strategy is aligned closely with the priorities identified within our School Development Plan and will continue to evolve alongside these priorities over the three-year strategy period.

Current priorities include:

- Oracy
- Mathematics
- The Burrow (SEND/EHCP enhanced specialist provision)
- Lunchtime provision (OPAL play and pupil independence)

We recognise that the most effective way to improve outcomes for disadvantaged pupils is through high-quality teaching. Therefore, strengthening classroom practice, curriculum delivery and assessment forms the foundation of our Pupil Premium approach.

A key priority within the current phase of this strategy is improving outcomes in mathematics. Assessment information highlights that a small but significant group of disadvantaged pupils are making expected progress but remain below age-related expectations. We aim to strengthen early mathematical fluency, secure key number knowledge and develop pupils' reasoning skills through consistent teaching, curriculum refinement and timely targeted support.

Alongside high-quality teaching, we recognise that some disadvantaged pupils face additional barriers such as attendance difficulties, wellbeing needs and limited access to enrichment opportunities.

Our strategy therefore combines:

- High-quality teaching
- Targeted academic support
- Wider strategies, including attendance and wellbeing support

Attendance is a key priority for our disadvantaged pupils. We know that pupils learn best when they attend school regularly and are ready to learn. Our strategy therefore includes targeted attendance support through our POD team (Learning Mentor and Family Support Worker), including soft starts, nurture groups, pupil voice work and Early Help support where needed.

We use robust assessment and pupil voice systems to identify need early and measure impact. This includes half-termly GL Assessments in mathematics, reading and spelling, providing standardised age scores and reading ages, alongside PASS surveys which capture structured pupil feedback about attitudes to school, learning and wellbeing.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. These challenges have been identified through analysis of internal school data including GL Assessments, PASS pupil surveys, attendance records, behaviour monitoring and SEND information.

Challenge number	Detail of challenge																		
1 Attendance	Attendance and punctuality – a proportion of disadvantaged pupils have attendance below national expectations, with some at risk of becoming persistent absentees. Reduced attendance impacts progress and engagement across the curriculum. <i>Our school Attendance Baseline Improvement Expectation (ABIE) stated (in the academic year 2024 – 2025) attendance of pupils eligible for free school meals was 91.3%, lower than at least a quarter of similar schools.</i> <i>If we increase it to 96.4%, overall attendance would increase by 0.4%. Our overall persistent absence percentage would drop by 1.1 percentage points.</i>																		
2 Outcomes	Attainment and progress gaps – there is a small but significant group of disadvantaged pupils who are making expected progress, but whose attainment in mathematics remains below age-related expectations and national benchmarks, particularly by the end of Key Stage 2. Assessment information indicates gaps in early number understanding, fluency and reasoning, meaning pupils require strengthened teaching, consistent curriculum delivery and timely targeted support to secure key mathematical skills. <i>Our maths outcomes showed a year on year downward trend:</i> 2021/2022 – 90.3% 2022/2023 – 83.1% 2023/2024 – 74.2% 2024/2025 – 73.3% <i>The table below compares not disadvantaged pupils with disadvantaged pupils for KS2 maths test expected + (100 – 120)</i> <table><tr><th>U</th><th>18/19</th><th>21/22</th><th>22/23</th><th>23/24</th><th>24/25</th></tr><tr><td> Not Disad</td><td>96.3</td><td>92.7</td><td>88.2</td><td>78.2</td><td>76.9</td></tr><tr><td> Disad</td><td>50.0</td><td>71.4</td><td>50.0</td><td>42.9</td><td>50.0</td></tr></table> We also monitor the progress of higher attaining disadvantaged pupils to ensure they continue to achieve highly and access greater depth learning opportunities.	U	18/19	21/22	22/23	23/24	24/25	 Not Disad	96.3	92.7	88.2	78.2	76.9	 Disad	50.0	71.4	50.0	42.9	50.0
U	18/19	21/22	22/23	23/24	24/25														
 Not Disad	96.3	92.7	88.2	78.2	76.9														
 Disad	50.0	71.4	50.0	42.9	50.0														
3 Pastoral	Wellbeing / SEMH barriers – a significant number of disadvantaged pupils experience emotional regulation, confidence, social or behavioural difficulties. These can impact readiness to learn, engagement in lessons and behaviour during unstructured times. Behaviour records indicate that a small number of disadvantaged pupils require additional SEMH support, particularly during unstructured times. In the academic year 2024 – 2025, 30.8% of our pupil premium children received pastoral support for either themselves, or the family, through either nurture, 1:1 sessions, Forest School, movement therapy, play therapy, behaviour support or Early Help.																		
4 Communication	Speech, language and communication needs / Oracy confidence – some disadvantaged pupils have limited vocabulary and confidence in spoken language.																		

	This reduces access to learning, limits reasoning and explanation (particularly in maths), and impacts writing outcomes and wider curriculum engagement.
5 SEND	SEND and layered disadvantage – a number of disadvantaged pupils also have SEND needs, including pupils requiring targeted provision or specialist support. This layered disadvantage creates additional barriers to learning, progress and inclusion, particularly where needs affect communication, cognition or emotional regulation. In the academic year 2024 – 2025, 46.2% of our pupil premium children had SEN needs.

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
To improve attendance for disadvantaged pupils and reduce persistent absence.	Attendance of disadvantaged pupils is in line with whole school attendance. Persistent absence reduces year on year. POD records show early identification and rapid support for families.
To improve attainment and progress in mathematics for disadvantaged pupils, with a focus on early fluency, reasoning and closing gaps.	GL Assessment maths data shows improved standardised scores (SAS) over time. Teacher assessment shows disadvantaged pupils make at least expected progress, with targeted pupils making accelerated progress. Increased confidence and accuracy in number fluency is evident through work scrutiny and pupil voice.
To strengthen early identification of gaps and ensure disadvantaged pupils 'keep up rather than catch up', particularly in mathematics.	Half-termly GL Assessments identify gaps quickly and accurately. Support and intervention is implemented promptly and reviewed termly. Monitoring shows timely adaptation of teaching and targeted support based on assessment evidence.
To strengthen oracy and communication skills so disadvantaged pupils access learning across the curriculum.	Improved confidence and spoken language skills evidenced through monitoring, pupil voice and classroom observations. Increased participation in structured talk and reasoning activities across the curriculum.
To reduce SEMH barriers and strengthen wellbeing so disadvantaged pupils are ready to learn, regulate emotions and engage positively in school life.	PASS survey outcomes show improved attitudes to learning and wellbeing over time. Behaviour and wellbeing records show improved regulation and reduced incidents for targeted pupils. Pupil voice shows pupils feel supported, safe and confident in school.

Activity in this academic year

The specific activities outlined below reflect the current priorities identified through analysis of school assessment information and the School Development Plan. These activities may be adapted annually to respond to emerging needs while maintaining the overall strategic aims of this three-year plan.

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: £15,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school CPD linked to SDP priorities (Oracy, Mathematics and OPAL Lunchtime Provision), including training accessed through the school advisory service and local authority,	EEF guidance highlights that improving the quality of teaching is the most effective way to improve pupil outcomes and close attainment gaps. Professional development supports consistency and long-term improvement. EEF Guidance Report: Effective Professional Development: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2, 3, 4
Embed whole-school Oracy practice through Listening Ladder and structured talk opportunities across the curriculum.	EEF Toolkit: Oral Language Interventions show high impact (+6 months progress). Strong oracy supports reading comprehension, writing and reasoning. EEF Toolkit: Oral language interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	4
Develop mathematics pedagogy and curriculum consistency through CPD and collaborative lesson study, ensuring pupils build fluency and reasoning skills.	EEF guidance supports the importance of secure teacher subject knowledge and effective sequencing to improve progress and reduce gaps. EEF Guidance Report: Improving Mathematics in Key Stages 2 and 3: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/improving-mathematics-in-key-stages-2-and-3	2
Use GL Assessments (reading, maths and spelling) half-termly to provide standardised age scores and reading ages, supporting diagnostic assessment and teacher planning.	Standardised assessment supports early identification of gaps and enables responsive teaching. National benchmarking supports accurate evaluation of progress. EEF Toolkit: Feedback: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2, 4
Use PASS surveys to capture pupil voice and identify wellbeing/attitudinal barriers impacting learning.	Pupil voice and wellbeing data supports early identification of barriers and informs targeted pastoral support and whole-school development. EEF Toolkit: Social and emotional learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 3

	evidence/teaching-learning-toolkit/social-and-emotional-learning	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic support delivered flexibly through Quality First Teaching, adaptive teaching strategies, and responsive in-class intervention by teachers and teaching assistants, particularly to close maths gaps quickly.	EEF guidance supports the importance of adaptive teaching and effective deployment of staff. Timely intervention is most effective when linked directly to diagnostic assessment. EEF Guidance Report: Special Educational Needs in Mainstream Schools: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send EEF Guidance Report: Making Best Use of Teaching Assistants: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2, 5

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

Budgeted cost: £78,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor staffing to provide targeted pastoral and wellbeing support, improve readiness to learn, support behaviour, and strengthen attendance through early intervention and pupil voice.	EEF guidance highlights the importance of removing barriers to learning such as wellbeing and behavioural needs. Strong relationships and early intervention improve engagement and attendance. EEF Toolkit: Social and emotional learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 3
Nurture / social group staffing to deliver structured nurture provision, emotional regulation support, and social skills development to reduce barriers to learning.	EEF guidance on Social and Emotional Learning shows that structured programmes can improve behaviour, wellbeing and attainment. EEF Guidance Report: Social and Emotional Learning (Primary): https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	3, 5
Attendance support through POD team (Learning Mentor and Family Support Worker), including soft starts, family	EEF attendance guidance supports a whole-school approach, early identification, strong family relationships and targeted support for persistent absence.	1, 3

engagement, targeted monitoring, and Early Help assessments where required.	EEF Guidance Report: Working Together to Improve School Attendance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/attendance	
Subsidising educational visits, enrichment opportunities and residential experiences to ensure disadvantaged pupils can access the full curriculum offer and reduce the experience gap.	Access to enrichment improves engagement, vocabulary development, cultural capital and sense of belonging. This supports both academic achievement and personal development EEF Toolkit: Outdoor adventure learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	3, 4
Supporting positive behaviour, wellbeing and inclusion at lunchtimes, aligned with OPAL play and increased pupil independence.	Improving structured play, belonging and independence supports wellbeing, reduces incidents and improves readiness to learn, particularly for pupils with SEMH needs. EEF Guidance Report: Improving Behaviour in Schools: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/improving-behaviour-in-schools	3

Total budgeted cost: £94,240

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.

Objective	Outcome
All staff have high academic expectations of disadvantaged learners	- Disadvantaged pupils were supported through a strong focus on quality first teaching and high academic expectations across the school. - Internal teacher assessment and pupil progress meetings indicated that the majority of disadvantaged pupils made expected progress in reading, writing and mathematics from their starting points. However, assessment information indicates that mathematics attainment remains a key area for further improvement for a small group of disadvantaged pupils. - Pupils on the SEN register were supported through adaptive teaching and targeted provision, with progress monitored against individual targets and provision plans. - Regular assessment, monitoring and professional dialogue ensured that disadvantaged pupils were identified quickly and support was adjusted where needed.
Disadvantaged learners have a better understanding of their wellbeing needs, with staff continuing to be able to effectively support them	- A significant number of disadvantaged pupils accessed nurture provision and support from the Learning Mentor to develop emotional regulation, confidence and readiness to learn. - Staff observations, pupil voice and wellbeing monitoring indicated improvements in pupils' ability to manage emotions and engage positively with learning. - Targeted pastoral support enabled pupils to develop strategies to support their own wellbeing and learning behaviours. - The use of wellbeing assessment tools and structured pupil voice supported early identification of need and informed ongoing pastoral provision.

Externally provided programmes

Programme	Provider
WellComm	GL Assessment
Clicker	Crick Software
A Confident Me	Confident Minds
PASS Surveys	GL Assessments
GL Assessments – Reading, Maths, Spelling	GL Assessments

Further Information:

Our Pupil Premium strategy is closely aligned to our School Development Plan. Funding is used to remove barriers to learning and ensure disadvantaged pupils can access the full curriculum, thrive socially and emotionally, and achieve highly.

The impact of this strategy will be reviewed termly through:

- Attendance tracking and persistent absence monitoring
- GL Assessments analysis (half-termly)
- PASS pupil voice analysis
- Termly pupil progress meetings
- Pupil voice discussions and learning walks
- SDP monitoring milestones

This ensures that spending decisions remain evidence-informed and focused on impact.