



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

### Euxton Primrose Hill Primary School Pupil Premium Strategy Statement 2024-2027

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	418
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs Claire Jones
Pupil premium lead	Miss Molly Burns
Governor lead	Mr David Marchant

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,160
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£93,160

## Part A: Pupil premium strategy plan

### Statement of intent

At Primrose Hill, all members of staff and governors accept responsibility for the progress of all pupils. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of pupil premium is valued, respected and entitled to develop their full potential. Our key principles of our strategy are:

- Every child has access to a highly trained, well-informed teacher to receive quality first teaching
- Every child has access to an engaging, balanced and well-structured curriculum that meets their needs, allowing them to retain knowledge and develop skills so that they learn more and remember more
- Every child can achieve their academic potential from their starting points through targeted support if needed
- Every child has access to high quality emotional and nurture support where appropriate
- Every child can grow as an individual through the provision of targeted opportunities and life experiences
- Every child has the opportunity to develop skills and interests to find out what makes them extraordinary on their life's journey.

When making decisions about using Pupil Premium funding, it is important to consider the context of our school and the subsequent challenges faced. As a school, 13% of our pupils are eligible for Pupil Premium Funding. Common barriers to learning for disadvantaged children can be: poor attendance and punctuality issues, less parental engagement, less developed speech and language skills, lack of confidence, more frequent behaviour difficulties and less opportunities to develop cultural capital. There may also be complex family situations that prevent children from flourishing, and these can vary throughout their school life. It is clear, however, that not all pupils in receipt of funding will experience these issues, nor will these issues be specific to pupils who are eligible for this funding, they can be experienced by all pupils at some time in their academic life. It is therefore vital that we track all pupils thoroughly and use the funding for the benefit of all pupils to make the very best progress.

At Primrose Hill, through our personalised approach, we aim to remove barriers to ensure equity of access to learning, enabling pupils to enjoy an exciting curriculum with varied enrichment opportunities. Our pupil premium strategy aims to ensure that pupils receive quality first teaching, by a well-trained and thoughtful teacher, and targeted academic and pastoral support, that is grounded in evidence and tailored to individual need. Having considered a wide range of research, including that produced by the Education Endowment Fund, we have developed a range of evidence-based approaches to support pupils to flourish and reach their full potential.

It is of great importance to us that the well-being needs, as well as the academic needs, of all pupils in our care are being met to ensure progression in all other areas of school life. We facilitate this through our learning mentor and family support worker, who works closely with families, nurture groups, in which children are given strategies to manage their own emotions and behaviours, and through the use of the Primrose POD, a quiet, reflective space for learners. All of these strategies provide essential support for our pupil premium and non-pupil premium children.

Through the use of a tiered approach, we also ensure that all children have access to outstanding extra-curricular opportunities in order to build cultural capital, which then has a positive impact on learning and aspirations. Through the utilisation of our sport's coach, and teaching staff, we are able to provide

children with a wide range of both sporting and non-sporting extra-curricular activities. We aim to use funding to enable children to access activities which may not have been possible without it.

## Challenges

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

Challenge number	Detail of challenge
1	High proportions of pupil premium children in school are post LAC (32%). Pupils can struggle with cognitive delays/forming attachments/appropriate relationships with peers/adults and wellbeing.
2	Over a fifth (28%) of children on our PP register have specific SEND needs and have further barriers to learning as a result of this.
3	Nearly a third (31%) of children are working with a learning mentor and/or accessing a nurture/Emotional Literacy Support group due to having low self-esteem/pastoral needs.
4	The increase in the cost of living has negatively impacted all families, but particularly those who are in receipt of funding.
5	Oracy/Speech and Language difficulties faced by a number of pupils on entry.
6	Assessments, observations and discussions with pupils indicate underdeveloped oral language and vocabulary gaps among many disadvantaged pupils from EYFS to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers.
7	Pupils in receipt of Pupil Premium can enter school with lower starting points and require individualised provision or intervention.

## 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
All staff have high academic expectations of disadvantaged learners.	<ul style="list-style-type: none"> <li>- A higher proportion of disadvantaged pupils make expected progress in core areas (reading, writing and mathematics), with some achieving the higher standard.</li> <li>- Children who are on the SEN register make expected progress across PIVATS targets.</li> </ul>
Disadvantaged learners have a better understanding of their well-being needs, with staff continuing to be able to effectively support them.	<ul style="list-style-type: none"> <li>- Children in receipt of Nurture and Learning Mentor support make social/emotional progress as evidenced by staff observations, pupil voice and through programmes such as Confident Me/Boxall profiling.</li> <li>- Children use metacognitive strategies to support their own learning.</li> <li>- Successful implementation of PASS well-being system.</li> </ul>

Increased/Improved cultural capital	- Attendance of disadvantaged children at extra-curricular activities/residentials continues to increase and this in turns impacts positively on wellbeing and attainment.
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### 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)

Budgeted cost: £17,496

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Pupil Premium across the school is well led by a member of SLT as the school's Pupil Premium Champion</b>	<a href="https://www.gov.uk/government/publications/the-pupil-premium-an-update">https://www.gov.uk/government/publications/the-pupil-premium-an-update</a> -Identifies that weak leadership and governance is an obstacle to schools and disadvantaged pupils being successful  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a> -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, 2, 3, 4, 7
<b>High Quality CPD through cluster meetings, NPQ's, North West Maths Hub, DBE and other quality assured providers (£14,666)</b>	The EEF identify the importance of spending on improving teaching and including professional development to ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving. Evidence suggests that quality first teaching is the most impactful tool in ensuring progress for all children, but particularly those who are disadvantaged.  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide-to-the-pupil-premium-2024.pdf?v=1727884053">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide-to-the-pupil-premium-2024.pdf?v=1727884053</a>	1, 2, 3, 5, 6, 7
<b>Embed DFE validated Systematic Synthetic Phonics Programme through ongoing training (£1500)</b>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupil. EEF + 5 months: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  Small group interventions (Fresh Start Phonics) for KS2, for children still struggling to master phonics have also been shown to have further positive impacts on disadvantaged learners. EEF + 3 months:	2, 5, 6, 7

	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start</a>	
<b>Embedding Speech and Language activities across school (£80)</b>	There is a very strong evidence base that suggests oral language interventions, including dialogic activities, such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. EEF +6months: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	2, 4, 5, 6, 7
<b>Embedding of Maths Mastery approaches through school</b> (Funded through Maths Hub) Maths leader has been successful in becoming a specialist teacher and will work with the North West Maths Hub.	There is a significant amount of evidence to support the mastery approach as being highly effective. EEF + 5 months: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	2, 7
<b>Improve the quality of social and emotional learning. (£1250 training for staff CPD)</b> SEL approaches will be embedded into routine educational practices and supported by professional development (e.g. trauma informed practice)	There is 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): EEF +4 months: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1, 3

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

Budgeted cost: £31,365

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Additional TA3/HLTA hours to deliver small group/1:1 interventions across school (£27,070)</b>	-EEF evidences that this approach has an average impact (+ 4 months) additional progress over a year.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2, 3, 5, 6, 7
<b>Provision mapping meetings (£4295)</b>  <i>To cover classes in order to release staff to discuss the needs of vulnerable</i>	Sir John Dunford states that it is essential to regularly monitor pupil premium children with staff members working as a team to discuss potential barriers and strategies to overcome these.  <a href="https://www.centreforpublicimpact.org/insights/championing-the-disadvantaged">https://www.centreforpublicimpact.org/insights/championing-the-disadvantaged</a>	2, 5, 6,7

<i>pupils/plan and monitor the impact of interventions</i>		
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £44,299

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Learning Mentor and Nurture (£37,942)</b>  The full-time position of Learning Mentor has developed to encompass the role of Family Support Worker and Emotional/support work with children.  The Learning Mentor works directly with pupils to provide mentoring and/or support over some particular obstacles to learning in relation to behaviour/emotions.	The introduction of these strategies has been found to be an effective method of improving attainment across all key stages by the EEF (+4 months):  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>  The EEF provides strong evidence that mentoring can have a positive impact on attainment, attitudes, attendance and behaviour (+2 months):  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>  Many barriers to learning can be overcome through working with parents/carers.  At Primrose Hill, it is common practice to identify and discuss children's barriers with families in order to provide effective support.  The EEF have shown that increased parental engagement can have +4 months progress for disadvantaged children.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1, 3, 4  1, 3
<b>Social group online learning and progress monitoring resources (£660)</b>  To measure pupils' PSED development before, during and after social intervention	It is important to have strategies in place to monitor children's social/emotional progress and measure the impact of strategies which have been put in place in schools. The EEF recognises SEL, wellbeing and Mental Health are essential in supporting effective learning which are linked to positive outcomes later in life (+4 months):  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1, 3, 4
<b>Extra-curricular activities including children's university (£2,235)</b>  To subsidise pupils attending extra-	Schools are encouraged to follow a tiered approach in which enrichment activities are given importance within. Extra-curricular activities have been found to be beneficial for disadvantaged children in research by OFSTED. They were found to positively impact cultural capital and offer children a stimulus and context for learning.	1, 2, 3, 4

curricular activities and developing high quality enrichment	Ofsted's guide 'The Pupil Premium' (Jan 2013) identified: The full range of educational experiences in their top ten of 'Gap Busters' identifying the levers for improvement so that all pupils have full access to broad educational experiences:  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</a>	
<b>Educational visits/residentials (£1,767)</b>  To subsidise visits for pupils eligible for pupil premium funding	The EEF have claimed that LOTC and physical activity has a positive impact on all children but with particular benefits for vulnerable pupils. It has been found to positively influence self-confidence, self-efficacy and motivation levels.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	1, 2, 3, 4
<b>Reward schemes to help maintain high attendance and standards (£450)</b>  Weekly, termly and annual awards to raise motivation of all pupils to attend school and achieve ambitious targets	Significant amount of research linking high attendance and academic attainment. The following report was written by the DFE:  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf</a>	1, 2, 3
<b>Staff CPD and licence fee for Kidsafe (£1,245)</b>  Staff CPD, curriculum delivery time and licence fee for delivering Kidsafe (e.g. Kidsafe/Nurture group training)	The EEF recognises SEL and wellbeing as essential in supporting effective learning which are linked to a positive outcome later in life (+4 months):  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1, 2, 3

**Total budgeted cost: £103,603**

## 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 2023 to 2024 academic year.

Objective	Outcome
Further accelerate rates of progress in core areas for pupils in receipt of pupil premium.	<p><u>Speech, Language and Oracy:</u></p> <ul style="list-style-type: none"><li>• Whole school use and implementation of Knowledge Organisers to widen subject specific vocabulary use. Monitoring in all subjects evidences a greater understanding of tier 2 and 3 vocabulary.</li><li>• Read, Write Inc. has been implemented on a whole school basis. Within the programme, there is a heavy focus on oracy and pronunciation. The percentage of Year 1 pupils passing the PSC was 83% in 2024.</li><li>• WellComm and Nellie Speech and language interventions in EYFS helped close the gap in developmental area of SLC - delivered by qualified TA's.</li><li>• Investment in High Quality reading texts across the school means that pupils are reading age appropriate-challenging texts across a range of genres.</li><li>• Library development - allowing access to greater and broader variety of books and vocabulary for all children.</li><li>• Curriculum adaptation - introduction of classic authors and poets to UKS2 English curriculum (Shakespeare, Dickens and Verne), leading to a higher level of cultural understanding and higher level vocabulary.</li></ul> <p><u>Reading:</u></p> <ul style="list-style-type: none"><li>• 83% of PP pupils passed the Y1 Phonics Screening Check.</li><li>• By the end of Key Stage Two, 75% of children in receipt of Pupil Premium Funding achieved expected standard or higher in reading, with one of these children achieving the higher standard.</li><li>• Pupil premium children throughout school will continue to be thoroughly tracked, ensuring continued progress. Their interventions will continue to be closely monitored.</li><li>• A full-time school librarian has been appointed to encourage all children to access the library. Our school librarian has been able to target children who are consistently not meeting their reading targets at home, working on a 1:1 or small group basis.</li><li>• As a result of opening the library, with the support of our librarian, 90% of all Pupil Premium children accessed the school's library during the academic year.</li><li>• A new system for children accessing 'free reader' books has been introduced to children across KS2. 'Primrose Pathways' is a phased approach which aims to expose</li></ul>



	<p>children to a wide range of authors and text styles, including modern and classic texts.</p> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>• By the end of Key Stage Two, 75% of children in receipt of Pupil Premium Funding achieved expected standard in writing.</li> <li>• Pupil premium children throughout school will continue to be thoroughly tracked, ensuring continued progress. Their interventions will continue to be closely monitored.</li> <li>• Teaching staff attended Clicker training and have implemented its use into classroom practise.</li> </ul> <p><u>Maths:</u></p> <ul style="list-style-type: none"> <li>• By the end of Key Stage Two, 50% of children in receipt of Pupil Premium Funding achieved expected standard or higher in mathematics.</li> <li>• Pupil premium children throughout school will continue to be thoroughly tracked, ensuring continued progress. Their interventions will continue to be closely monitored.</li> </ul>
Pupil Premium pupils have increased opportunities to develop social and cultural capital (Target 75% of pupils accessing extra-curricular clubs)	<ul style="list-style-type: none"> <li>• 81% of children who received funding accessed an extra-curricular club in the previous academic year.</li> <li>• All children were tracked and, those who had not joined a club, were invited to join.</li> <li>• When allocating places in external clubs, Pupil Premium children were given first refusal on any available places.</li> </ul>
Pupils with pastoral/SEN needs are swiftly identified and supported effectively to ensure positive learning behaviours and high levels of self-esteem.	<ul style="list-style-type: none"> <li>• Through a triangulated approach with families, teaching staff and the school's behaviour team, children with specific behavioural or social needs are swiftly identified. These children are supported through either 1:1 sessions, with our school's learning mentor or group-based sessions with our nurture teacher.</li> <li>• A new behaviour policy has been implemented across school, in which the Primrose POD has been created. This is a safe space for all children to access if dysregulated or when working with the school's nurture team. During the previous academic year, half (50%) of children with funding pupils accessed the POD for behavioural or nurture support.</li> <li>• Children are regularly assessed using Boxall Profiling, and this is used to inform group sessions. Children with more specific needs are assessed against PSED PIVATS, so that their progress can be rigorously monitored.</li> <li>• The behaviour team works closely with families, providing support on how to continue and extend this learning at home, providing parents advice on how and when to speak to their child if dysregulated.</li> </ul>

Improve attendance rates of pupils in receipt of pupil premium funding above 97%	<ul style="list-style-type: none"> <li>The gap in attendance is now much less with a 1.1% difference in 2022-23, 95.5% compared to 96.6%. Attendance of PP pupils at Primrose Hill is above the national average for all pupils at 95%.</li> <li>Our Learning Mentor closely monitors the attendance of pupils and works with families to support persistent absenteeism through attendance contracts. 1 pupil in receipt of funding is supported by an attendance contract.</li> </ul>
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### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
WellComm	GL Assessment
Clicker	Crick Software
Dynamo Maths	Jelly James Publishing
Read Write Inc Fresh Start	Ruth Miskin Training
English IDL	IDL
A Confident Me	Confident Minds

### Further Information:

In addition to our strategy, we will continue to signpost parents/carers to a plethora of enrichment/supportive activities taking place in the community through our extensive weekly newsletter. The aim of this approach is to create stronger links between the school and home to fully support each individual child, as well as signposting parents to useful information and resources.

Our pupil premium strategy will also be supplemented by additional activity that is not being funded by pupil premium or recovery premium. We now have a senior mental health first aid lead who is able to work closely with our disadvantaged pupils.

We will also continue to develop our outdoor learning provision, ensuring sustainability of Forest Schools approach by adopting an outdoor learning model so more pupils can access and staff feel confident to deliver. We have once again received the Eco Flag Award and have invested heavily in our outdoor Year 1 learning environment. Evaluation of Forest School activities suggest that they can improve pupils' confidence, social skills, communication, motivation, physical skills and knowledge and understanding.