

# Pupil premium strategy statement – Preesall Fleetwood's Charity School

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	118
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Christine Hallett
Pupil premium lead	Victoria Gladwin
Governor / Trustee lead	Christine Hallett

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,210
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£1,062,781

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of the pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who have identified emotional health and well-being needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. Our school vision aims to enable all pupils to 'shine' in their own unique way as well as develop into resilient, independent learners.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our intention is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach is based on identified challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils achieve their full potential. To ensure they are effective, we will:

- Ensure disadvantaged pupils emotional health and well-being needs are met
- Ensure disadvantaged pupils are challenged appropriately in the work that they are set
- Act early to intervene at the point of need
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Attendance- our attendance data over the last 2 years indicates that attendance amongst disadvantaged pupils has been lower than for non-disadvantaged pupils..
2	Internal assessments indicate that Maths and English attainment amongst disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3	There are a number of disadvantaged pupils who have significant emotional health, social and behaviour needs. This impacts on the child being able to make progress and their readiness to learn.
4	A high proportion of our disadvantaged pupils are SEND and require extra support in class and small group or 1-1 intervention time.

## 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 continue to ensure the attendance of pupils classed as disadvantaged/in receipt of pupil premium is in line with peers, reducing the proportion classed as persistent absentees.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>The overall absence rate for all pupils being no more than 5% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2% (from XX)</li> </ul> <p>The percentage of pupils who are persistent absentees is below 10% and the figure for PA disadvantaged pupils is no more than 2% lower than their peers.</p>
To continue to ensure the outcomes for disadvantaged pupils/pupils in receipt of pupil premium are in line with those of peers in school in English and Maths through ensuring high quality first teaching is in place, alongside targeted interventions.	<p>Increase the progress for a key group of pupils classed as disadvantaged/pupils in receipt of pupil premium in English and Maths in line with their baseline starting point.</p> <ul style="list-style-type: none"> <li>AR scores show progress from September</li> <li>Maths progress tests demonstrate progress throughout the year.</li> </ul>
To ensure the well-being/behaviour needs of all pupils who are classed as disadvantaged/in receipt of pupil premium are met to ensure they are ready for learning.	<p>Sustained high levels of emotional health and well-being from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>Qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>High levels of participation in enrichment activities, particularly for disadvantaged pupils</li> <li>High levels of attendance for disadvantaged pupils</li> </ul>

To ensure disadvantaged pupils with SEND are supported with their learning and they make progress.	SEND pupils make progress from their starting points in their learning through the removal of barriers to learning – shown through AR and Maths progress tests.
--	---

## 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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD in understanding areas of SEND and removing barriers to learning. £4000	Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>	4
CPD on Great Teaching Strategies £1000	Additional teaching input and targeted intervention from highly qualified staff and high quality first teaching has resulted in accelerated progress in previous years. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	2
Primary Maths Sustainability Programme £1000	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Mathematics guidance: key stages 1 and 2</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	2

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

Budgeted cost: £22,049

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve fluency of fundamental skills in English and Maths through precision teaching (at least x3 per week) £5000	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a> <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	2,4
Use of Accelerated Reader through school to improve reading fluency and comprehension. £2049	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <a href="#">Diagnostic assessment   EEF</a>	2,4
Additional in-class support in English and Maths across school (small group intervention/tuition) £15,000	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Mathematics guidance: key stages 1 and 2</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>  Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	2,4

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

Budgeted cost: £ 12,161

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 support for 2 pupils £9411	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>	3
Attendance rewards £1000	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Financial support for families of disadvantaged pupils. £1000	A contingency fund to support parents of disadvantaged children.	3
Provision of extra-curricular activities to develop areas of strength/improve engagement and attendance. £750	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1

**Total budgeted cost: £ 40,210**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Pupil Premium evaluation 24-25

- Training in effective teaching strategies – metacognition/adaptive teaching/Great Teaching model
- Impact: pupils are learning strategies to help them become better learners. Evidence of greater resilience, perseverance and independence. Improved attitudes to learning. Teachers are making learning more accessible by using adaptive teaching methods. SEND pupils are more able to access whole class learning.
- Phonics intervention
- Impact: Reception pupils made noticeably more progress in phonics through the year. Year 1 phonics 89% pass rate. Year 2 phonics 100% pass rate.
- Target readers intervention group
- Impact: target readers were heard read individually each week improving fluency and confidence (evidence AR scores).
- Intervention groups through school in English and Maths
- Impact: intervention was more effective when delivered by the teachers – Year 5/6 pupils made significant progress. Year 6 SEND pupils made very good progress through the year. Year 2 targeted support by CS was also effective. Pupils made progress from their own baseline.
- Tutoring groups
- Impact: pupils gained confidence and showed significant improvement in understanding of basic skills across year groups
- Booster groups in Year 6 - GD
- Impact: reflected in KS2 SATS results R 39% GD, Maths 67% GD
- Effective deployment of support staff to support key pupils
- Impact: highly effective in managing pupil behaviour enabling teacher to teach effectively
- Support for EHWPB needs
- Impact: Strategies implemented were highly effective in helping pupils to self-regulate and therefore access learning (evidence – Year 5 pupil)

- Supporting parents with wider curricular activities

Impact: highly effective – pupils able to take part in activities such as dance/Year 6 residential/music lessons where they are able to excel.

## 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
Accelerated Reader	Rennaisance
Rock Steady Music	Rock Steady
Great Teaching Model	LCC

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Wider opportunities e.g science, music and computing

**The impact of that spending on service pupil premium eligible pupils**

Enabling pupils to learn new skills/develop areas of strength



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*