

Pupil premium strategy statement – Lytham Church of England Primary 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	171
Proportion (%) of pupil premium eligible pupils	13.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Hannah Davies
Pupil premium lead	Hannah Davies
Governor / Trustee lead	Michelle O'Neill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35195
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£35195

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is to ensure that all disadvantaged pupils make progress in line with, or above, their peers across all key stages. We aim to narrow gaps in language, reading, and numeracy so that pupils can access the full curriculum confidently, while also supporting their social and emotional development. By building resilience, independence, and self-esteem, we want every child to be well prepared for future education and life beyond primary school.

Our current pupil premium strategy plan works towards these objectives through a combination of targeted interventions and whole school approaches. In Nursery and Reception, language development is prioritised through the use of Wellcomm, ensuring early identification and support. Across the school, Teaching Assistants provide structured support and deliver 1:1 interventions to address specific gaps. Programmes such as Numberstacks strengthen core skills, while social groups provide emotional support and help pupils develop positive relationships. Monitoring and feedback are embedded into all interventions to ensure impact is measured and next steps are actioned.

The key principles of our strategy are:

- Early identification of need, particularly in language and communication.
- Personalised support through targeted interventions that address individual gaps.
- Consistency and stability, with key adults providing ongoing encouragement and structure.
- Feedback and follow up, ensuring monitoring leads to meaningful action.
- Holistic development, supporting both academic progress and social/emotional growth.
- High expectations, with staff committed to ensuring disadvantaged pupils achieve their full potential.

Challenges

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

Challenge number	Detail of challenge
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1	<p>Attendance</p> <p>Some disadvantaged pupils have attendance below the expected level, which impacts continuity of learning and progress.</p> <p>Reduced attendance also limits access to enrichment opportunities and wider school experiences.</p>
2	<p>Attainment</p> <p>Reading, writing, and maths attainment is not always at the same standard as peers.</p> <p>Gaps in fluency, comprehension and numeracy skills can hinder confidence and access to the full curriculum.</p>
3	<p>Wider opportunities</p> <p>Disadvantaged pupils may have fewer opportunities to attend educational visits, clubs and enrichment activities.</p> <p>This reduces cultural capital, social development and chances to broaden experiences beyond the classroom.</p>

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
<p>Ensure disadvantaged pupils make progress in line with or above their peers across all key stages.</p>	<p>Assessment data shows disadvantaged pupils making progress at least in line with national expectations.</p> <p>Internal tracking demonstrates gaps between disadvantaged and non-disadvantaged pupils are closing.</p> <p>Work scrutiny and pupil voice evidence high-quality outcomes and engagement across subjects.</p> <p>Welcomm assessments show improved language skills in Reception and reduced need for ongoing intervention.</p> <p>Reading ages and comprehension scores increase term-on-term, with pupils accessing age-appropriate texts.</p>

	<p>Numeracy interventions (e.g. Numberstacks) demonstrate improved fluency, accuracy, and confidence in maths.</p> <p>Pupils demonstrate greater independence in applying literacy and numeracy skills across the wider curriculum.</p>
<p>Disadvantaged pupils attend school as regularly as their non-disadvantaged peers, with overall attendance improving to at least match the attendance of the their peers. Persistent absence among disadvantaged pupils reduces significantly, enabling them to access the full curriculum and benefit from high-quality teaching.</p>	<p>Persistent absence among disadvantaged pupils reduces to below national averages and is in line with or lower than the rate for non-disadvantaged pupils.</p>
<p>Support pupils' social and emotional development, enabling them to regulate behaviour and engage positively with learning.</p>	<p>Reduction in behaviour incidents linked to emotional regulation.</p> <p>Pupil voice reflects improved confidence in friendships and peer relationships.</p> <p>Staff observations show pupils using taught strategies to manage emotions and remain engaged in learning.</p> <p>Increased attendance and participation in enrichment/social groups.</p>
<p>Build resilience, independence, and self-esteem so pupils are well prepared for future education and life</p>	<p>Pupils demonstrate perseverance in challenging tasks and show willingness to take risks in learning.</p> <p>Increased independence in completing work and managing routines without adult support.</p> <p>Pupil voice and surveys reflect improved self-esteem and confidence in their abilities.</p> <p>Transition data and feedback from secondary schools indicate pupils are well prepared for the next stage of education.</p>

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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring that all pupils have access to high quality teaching.	<p>Evidence from the Great Teaching Toolkit indicates that access to high quality teaching is the most important lever schools have to improve outcomes for pupils. The EEF state that teachers need a repertoire of key strategies that they can use in response to the needs of all pupils to include flexible grouping, cognitive and metacognitive strategies, explicit instruction, using technology to support pupils and scaffolding.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	2, 3
Enabling the professional development of the teaching staff to support the implementation of mastery approaches in Maths and English.	<p>The Effective Professional Development Guidance Report emphasises the need for every member of the teaching staff to be supported in the learning they deliver so that interactions with children are high quality – this is particularly important in delivering targeted programmes. Professional development needs to effectively build knowledge, motivate staff, develop teaching techniques and embed practice.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	2

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

Budgeted cost: £ 22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To complement high quality teaching with carefully selected small-group and one-to-one interventions.	<p>Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, according to evidence-based EEF research. Again, it is stated in the research that interventions need to be linked to classroom content and do not reduce high quality interactions with teachers.</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	2
TA deployment delivering targeted, high quality, structured interventions such as Number Stacks and Little Wandle Rapid Catch-Up.	<p>Strategic deployment of teaching assistants is important for supporting all pupils as well as for some disadvantaged pupils needing additional targeted support. Research shows that targeted support can be employed to help boost language development, literacy or numeracy as well as other subject areas. Interventions should be linked to classroom teaching and matched to individual pupil needs whilst not limiting their access to the wider curriculum. Targeted deployment, where teaching assistants are trained to deliver an intervention to a small group of individuals has a higher impact than general classroom deployment.</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	2
Effective teaching assistant deployment in providing immediate intervention to support high quality provision within the classroom.	<p>EEF Evidence shows that strategic deployment of teaching assistants is important in ensuring that priority pupils are supported. To maximise progress, research highlights that teaching assistants should be fully prepared for their role in any given lesson and their input should complement the high quality provision from the class teacher. The content of immediate intervention needs to explicitly link to the lessons in class to maximise progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	2
Targeted interventions and resources to meet the	<p>It is clear from the EEF Guidance Report that disadvantaged pupils with SEND have the greatest need for excellent teaching. Often, it is these children who are supported more</p>	2

<p>specific needs of disadvantaged pupils with SEND.</p>	<p>by teaching assistants in class. Importantly, it is pointed out that when pupils are receiving support from a teaching assistant, this must not reduce the amount of high-quality interactions they have with their classroom teacher – it should supplement the teaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports</p>	
<p>Accurate and purposeful use of assessment to identify need, including online tracking programmes such as Little Wandle for Phonics, Nessy for Reading and WellComm for Speech and Language needs.</p>	<p>According to the EEF’s Teaching and Learning Toolkit it is imperative that interventions are carefully targeted through an initial identification and assessment of need. Importantly, this assessment has to be purposeful and accurate. Using technology can increase the accuracy of assessment, and the speed with which assessment information is collected, with the potential to inform teachers’ decision-making and reduce workload. The benefit is that technology can be used to provide feedback directly to pupils via programmes or interventions. However, careful implementation and monitoring is still necessary to maximise the progress when online assessment programmes are used.</p> <p>Diagnostic assessment EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	<p>2</p>

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

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>To provide wider opportunities for all children to experience clubs, trips and visits to broaden children's experiences in the Arts.</p>	<p>EEF research shows that there is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>3</p>
<p>To provide practical strategies for parents/carers to support learning at home and to share these on Class Dojo.</p>	<p>The 'Working with Parents to Support Children's Learning' guidance report recommends that the teaching staff actively provide practical examples of how parents/carers can support with their child's learning at home. This helps the children to establish regular routines and positive homework habits.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>2, 3</p>
<p>Tailor school communications to encourage positive dialogue about learning.</p>	<p>Evidence based research from the EEF shows that messages to parents are likely to be more effective if they are personalised, linked to learning, and promote positive interactions by, for example, celebrating success. It also recommends that communication should be two-way as consulting with parents about how they can be involved is likely to be valuable and increase the effectiveness of home-school relationships. Talking to parents about what would help them support learning is advised along with offering more sustained and intensive support, where it is needed.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>1, 2, 3</p>
<p>To support pupils' social and emotional development, enabling them to regulate behaviour and engage</p>	<p>The positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report, says that schools should promote positive relationships, active engagement, and wellbeing for all pupils. Effective social and emotional learning approaches have a positive impact on academic outcomes. The Teaching and Learning toolkit notes that social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with</p>	<p>1, 2</p>

<p>positively with learning.</p>	<p>others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	
<p>Working together with parents/carers to improve attendance of Pupil Premium children.</p>	<p>It is clear in evidence based research that poor attendance at school is linked to poor academic attainment across all stages and this is particularly true for Pupil Premium children who have higher absentee rates. The EEF's Parental Engagement Document outlines the negative effects associated with poor attendance rates including lower attainment, reduced earning potential and poorer mental health and wellbeing. It recommends that schools should consider using their pupil premium to support improving attendance - including tackling underlying causes of absence.</p> <p>The 'Working Together to Improve School Attendance Guidance' states that attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn. Schools and partners should work in partnership with pupils and parents collaboratively to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.</p> <p>The Attendance Toolkit advises that high and improved attendance should be rewarded as an incentive.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1</p>

Total budgeted cost: £ 35,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The proportion of pupils eligible for Pupil Premium last year was 13.1%, which is below both Lancashire and national averages.

- The highest concentration was in Year 6, where eligibility rose to 22.6%.
 - Year 6 PP proportion

Attendance and Persistent Absence

- FSM attendance showed a relative improvement when compared with national trends, though it remained below national figures:
 - School: 92.6%
 - National: 94.1%
- FSM persistent absence, however, was higher than national:
 - School: 29.2%
 - National: 24.4%

Attainment

- Phonics (Year 1):
 - 75% (3 out of 4) disadvantaged pupils achieved the expected standard.
- Key Stage 2 Data*:

Disadvantaged pupils reaching the expected standard in reading

Year	This school	National average	Compared with national average
Latest 3 year average	73%	62%	Above
2024/25	71%	63%	Close to average
2023/24	78%	62%	Above
2022/23	67%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher assessed writing

Year	This school	National average	Compared with national average
Latest 3 year average	59%	59%	Close to average
2024/25	43%	59%	Below
2023/24	67%	58%	Close to average
2022/23	67%	58%	Close to average

Disadvantaged pupils reaching the expected standard in maths

Year	This school	National average	Compared with national average
Latest 3 year average	50%	60%	Below
2024/25	43%	61%	Below
2023/24	44%	59%	Below
2022/23	67%	59%	Close to average

- **Pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently*

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
WELLCOMM	WELLCOMM
NumberStacks	NumberStacks
Fantastic Book Awards	LCC

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
Service funding was allocated to provide targeted teaching assistant support for small-group social interventions to support children in communicating their emotions.
The impact of that spending on service pupil premium eligible pupils
The spending has led to children being more open to speak and regulate their emotions.