Pupil Premium Strategy Statement Preston Primary School
2025-2028

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	324
Proportion (%) of pupil premium eligible pupils	12.0% (38 pupils)
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)**	**2025-26**, 2026-27, 2027-28
Date this statement was published	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Mrs Melissa Oliver Headteacher
Pupil premium lead	Mrs Melissa Oliver/Ms Jane Stead
Governor / Trustee lead	Esther Rolinski

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,904
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£61,904

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 higher attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Each and every child is precious to us, and we are determined that no child will be left behind.

High-quality first 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 disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantage peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Objectives for our Disadvantaged Pupils

- We will ensure that the progress of our disadvantaged children will equal or exceed those who are not disadvantaged by implementing our strategy plan. Our curriculum plays a central and critical role in accumulating advantage for all pupils, including those that are presently or previously experiencing disadvantage.

- All disadvantaged pupils will be equipped, academically, socially, culturally, and emotionally to continue to make progress at their Secondary schools and beyond. Our aim is to ensure that all children leaving our school have a love of learning, are global citizens successful learners, curious explorers, and healthy thinkers.

Challenges

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

Challenge number	Detail of challenge
1. Communication and Interaction	50% of our disadvantaged children have poorer oracy skills on entry, including limited vocabulary, affecting their spoken language, comprehension and, later, their reading and writing skills. This also hampers accessing wider knowledge. 55% of our disadvantaged children are SEND with their main area of need being communication and interaction.
2. Writing	Some of our disadvantaged pupils struggle with drawing on knowledge of vocabulary, phonetical knowledge, and idea generation to construct a sentence. Scaffolds have been put in place for those pupils who have barriers to their writing.
3. SEMH	Observations and discussions with pupils, families and teachers have identified social and emotional issues affecting many pupils, which is reflected in the large number or referrals for ELSA support.
4. Limited opportunities outside school	Our disadvantaged pupils tend to have fewer enrichment opportunities outside school – observations and discussion reveal low cultural capital within our DP cohort.
5. Attendance	Attendance data over time indicates that attendance and punctuality is lower for our disadvantaged pupils than their peers. This is caused by a range of factors but negatively impacts the progress of these children.

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
• **Improved oracy** skills and vocabulary among disadvantaged pupils.	• Speech link programme demonstrates improved language skills in EYFS. • NELI intervention programme in EYFS demonstrates improved language. • Our reading and writing curriculum ensures that by the time children reach Y6 all children are mostly at the expected standard, including those on our SEND register • PP children are read with daily, prioritised by class teachers and teaching assistants. • Vocabulary is explicitly taught through quality first teaching and is planned for by class teachers in all subjects.

	• All classes use a model for retrieving prior vocabulary and new vocabulary across the wider curriculum. • Deploy Trust Speech and Language Therapist
• **Improved writing** attainment for disadvantaged pupils in all year groups.	• The percentage of our disadvantaged children achieving the expected standard in writing will be 63%. • Writing is modelled at all stages and children feel confident with the different stages of writing. • Composition of writing is supported through adult-led guided groups, so the foundational skills of writing is modelled and practised before moving on to independent writing. • Develop positive attitudes of writing by selecting teaching texts and outcomes that are aligned with disadvantaged pupils' interests. • All classes are using retrieval practice of taught grammar and punctuation skills. • Explicit vocabulary is visible on working walls and word mats and they are being used effectively to support with word choices and idea generation.
• **High-quality care** through SEMH support is ensuring excellent wellbeing and readiness for learning	• Pupil outcomes have improved in all areas (academically, socially, emotionally, culturally). • Pastoral support is well matched to individual need. • Our school will continue to use a Trauma Informed Approach ensuring all staff understand the importance of highly effective relational awareness and good mental health (PACE)
• **Enrichment opportunities** are providing pupils with the skills and knowledge to become more successful learners, preparing them for the future.	• Disadvantaged children are chosen for pupil leadership roles to encourage a sense of belonging and improve confidence and personal character. • Specific funding for targeted individuals to access paid opportunities such as partly funded residentials. • The school seeks meaningful opportunities to broaden pupils' horizons e.g. visiting authors, visiting local libraries, and innovative subject days at our local Secondary schools • Disadvantaged pupils to attend Connect Games and opportunities across the Trust. • All disadvantaged pupils will be part of 30 Ways to Connect.
• Establish the profile and **importance of attendance** within the parental community.	• Improve attendance of disadvantaged pupils to 95%. • All staff have a shared responsibility to improve attendance. • Prioritise parent meetings and workshops for children with insufficient resources. • Continue to ensure all parents take part in learning enquiry outcomes where parents have the opportunity to share learning, journals, and other engaging outcomes.

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: *[£30,000]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of speech link, NELI and other oracy strategies to develop communication skills in the Early Years and KS1	Early Reading framework – Section 2: developing Talk and Appendix 2 EEF – Oral Language Interventions	1
To develop our spoken language curriculum making explicit links between writing and spoken language.	Early Reading framework – Section 2: developing Talk and Appendix 2 EEF – Oral Language Interventions	1, 2
Deliver impactful and bespoke nurture sessions through ELSA that allow pupils to develop strategies around social skills, self-regulation and self-expression.	EEF social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning	3
Provide extended opportunities for pupils, ensuring all disadvantaged pupils have wider opportunities to take part in art, sports, music clubs	EEF social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning	3, 4

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

Budgeted cost: *[£20,000]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 speech language intervention with HLTA in EYFS	Early Reading framework – Section 2: developing Talk and Appendix 2 EEF – Oral Language Interventions	1
NELI small group intervention in EYFS	Early Reading framework – Section 2: developing Talk and Appendix 2 EEF – Oral Language Interventions	1
ELSA small group intervention across the school	EEF social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning	3
Teachers prioritise guided group writing for most disadvantaged pupils for the composition of writing so writing can be well-modelled and supported.	EEF Improving Literacy at KS1 and KS2 Improving Literacy in Key Stage 1 | EEF Improving Literacy in Key Stage 2 | EEF	2
Targeted provision maps for specific disadvantaged children who are SEND.	Special educational needs in mainstream Special Educational Needs in Mainstream Schools | EEF	1, 2, 5

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

Budgeted cost: [£11,904]

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENDCo/pastoral team to support disadvantaged families with parenting advice, individual pupil support, and referrals for escalated support.	EEF – parental engagement	5

Attendance champion to provide an analysis for each Unit half termly so good/improved attendance can be celebrated.		
Nurture 1:1 support for CLA pupils to ensure bespoke interventions and programmes.	EEF – behaviour interventions	3
Breakfast club/afterschool club when required to ensure a soft start regulation time/to support disadvantaged families.	EEF – Magic Breakfast Club	3, 4
55% of funded residentials and 20% other trips and visits.	EEF – wider opportunities	4

Total budgeted cost: £ *[30,000 + 20,000 +11,904* =£61,904*]*

Part B: Review of the previous academic year 2025/26

Findings related to our disadvantaged pupils for 2025/26 were as follows:

2025/2026 Whole school outcomes for Disadvantaged pupils

Oracy – teachers are explicitly teaching vocabulary across the curriculum. In maths teachers are using the explore task and guided practice to effectively develop talk and collaboration in pairs and small groups. Voice 21 strategies are built in across the curriculum to help children structure their talk with STEM sentences, turn taking, and working in different groups.

66% of children in reception reached an expected level of development in speaking by the end of EYFS. 66% of disadvantaged children attained the expected level of development in speaking by the end of EYFS. Two disadvantaged children took part in NELI and they made huge improvements in expressive vocabulary, listening comprehension, receptive vocabulary, and sentence repetition.

80% of disadvantaged pupils passed the Year 1 phonic screening in 2026 compared with 85% of non-disadvantaged. 100% of disadvantaged pupils in Year 2 passed phonics screening in 2026.

At the end of KS2 in 2026, 56% of our disadvantaged children attained age-related expectations in reading, writing, and maths. The gap in writing for our disadvantaged children has decreased by 5% since 2025. 56% of disadvantaged children attained combined which is above the disadvantaged national average figures for 2025.

SEMH – ELSA intervention support is prioritised so many of our children stay regulated so they can access learning. We have an ELSA team of eight. During 2024-25 our investment in ELSA has enabled 113 children to receive ELSA intervention under our universal offer (35% of the whole school) Of those 113 pupils, 20% were disadvantaged children.

All ELSA trained practitioners access educational psychologist supervision termly. ELSA space has been reviewed and has worked well in the innovation lounge. We have started to explore the value of puppet role play and sand tray intervention. Our SEMH lead and one teaching assistant completed ‘healing together’ two-day training that targeted intervention support for children who have experienced domestic violence.

A pastoral worker whose key role is attendance, has been working closely with our Safeguarding Lead and they are Preston’s attendance champions. They are working closely with families, offering support to encourage and improve children’s attendance. Our pastoral worker engages with families at the start and end of each day and engages with parents through regular check in meetings. This has had a positive

impact on our families and has built positive relationships. The attendance champions meet with the local authority attendance improvement officer (AIO) termly to review targets and actions set at previous meetings.

Our pastoral worker provides weekly monitoring of persistent attendance using Arbor reports and monitoring spreadsheet to keep ahead of low absence within our school. The pastoral worker creates case studies for persistent absences, and these are discussed with the local authority AIO. The AIO has attended and continues to attend parent meetings about attendance to provide additional support for the school.

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
N/A	

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.