

Pupil premium strategy statement- Preston 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 | 223 |
| Proportion (%) of pupil premium eligible pupils | 21.52% 40 PP 4 LAC |
| Academic Year | 2025-2026 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | January 2026 April 2026 September 2026 |
| Statement authorised by | Sue Richardson |
| Pupil premium lead | Paul Sanderson |
| Governor / Trustee lead | Duncan Clift |

Funding overview

| Detail | Amount |
|--|--------|
| Pupil premium funding allocation this academic year | £72520 |
| 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> | £72520 |

Part A: Pupil premium strategy plan

Statement of intent

At Preston, all children matter. We aim to ensure that every child leaves Preston Primary School excited about learning and determined to succeed. We want to equip them with confidence, resilience, knowledge and skills which will enable them to thrive in their future lives and contribute positively to the society in which they live. Our intention is that our Pupil Premium Funding supports us to achieve this for our most vulnerable learners. Pupils may be entitled to pupil premium funding, or face other challenges, such as being in care or having a social worker – our focus on high achievement and developing the whole child remains the same.

We believe that the development of the whole child is key. We therefore do not target this additional funding purely at academic performance as we feel that building self-esteem, resilience, personal attributes and confidence amongst young people is vital for their personal development and is likely, in turn, to impact upon academic performance.

Our belief, based on research and evidence, is that improving the quality of teaching is the most significant factor in raising attainment and our strategy priorities reflect this. We maintain that high-quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the PPG to improve teaching quality benefits all pupils but has a disproportionately positive effect on children eligible for pupil premium funding. Our intent is to ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving.

Pupil Premium funding at Preston Primary is allocated following annual analysis (including the use of diagnostic assessments) of the most significant barriers to disadvantaged pupils' learning. This, in turn, identifies priority groups and individuals.

We use research based evidence to inform our decisions on pupil premium spending – for example, by using research and evidence summaries from the Education Endowment Foundation and Sutton Trust as well as learning from what has previously impacted positively in our school context. In line with DfE guidance, we take a 3-tiered approach to our pupil premium strategy which involves: i) whole school development of high-quality teaching strategies, ii) a targeted focus to academic support and, iii) the use of wider strategies.

We focus heavily on engaging directly with parents and carers and to take their views into account as we believe it is they who know their children best.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Attendance of children in receipt of pupil premium is below that of national non pupil premium children and a greater percentage of children in receipt of pupil premium are persistent absentees |
| 2 | Disadvantage children do not achieve results in line with national non pupil premium children at each national assessment area, GLD, Phonics, MTC and end of KS2 tests. |
| 3 | Disadvantaged pupils have limited life skills and cultural experiences beyond their home life and immediate community. This can hinder their understanding of some concepts and vocabulary, or their confidence when engaging with things that are unfamiliar to them. This can also lead to gaps in their social and emotional literacy. The number of children who are in receipt of pupil premium accessing after school clubs will increase to give children more experiences. |
| 4 | The amount of children in receipt of pupil premium in Early years and Key Stage 1 is low, ensure that all children who are eligible to pupil premium are identified and receive additional funding |
| 5 | Disruption in service children's lives when parents are deployed and also return home creates some challenges. School will use service funding to try and minimise this disruption through targeted emotional and academic support. |

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>Attendance of PP children is below that of national non pupil premium children</p> | <p>The attendance gap between children in receipt of pupil premium and those that are not will reduce from 3% to being in line with each other.</p> <p>Pupil premium attendance will increase from previous academic year 92.5% to 95%</p> <p>The number of persistently absent children in receipt of pupil premium will reduce from 20.8% to 15%</p> <p>Parents of children in receipt of pupil premium will be regularly informed of attendance, and support will be in place for those that need it</p> <p>Teaching staff will achieve level 1 EBSA training</p> |
| <p>Disadvantage children do not always achieve results in line with national non pupil premium children at each national assessment area, GLD, Phonics, MTC and end of KS2 tests.</p> | <p>Disadvantaged children will achieve in line with their national non pupil premium for GLD at 68%. Additional focus will be placed on number.</p> <p>Disadvantaged children will achieve in line with their national non pupil premium in year 1 phonics tests at least 79%.</p> <p>Disadvantaged children will achieve in line with their national peers in MTC for average score of 21 and pupils achieving full marks at 37%</p> <p>Disadvantaged children at the end of KS2 will achieve results in line with their national peers for reading (75%), writing (72%) and maths (74%)</p> |

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| | Disadvantage children will achieve in line with national peers for combined end of KS2 results (62%) |
| The number of children who are in receipt of pupil premium accessing after school clubs will increase to give children | Percentage of children in receipt of pupil premium will increase from 60% to all children accessing 1 club at least over the year The number of pupil accessing more than one afterschool club will increase from 23% to 50% |
| The number of children in receipt of pupil premium in Early years and Key Stage 1 is low, ensure that all children who are eligible to pupil premium are identified and receive additional funding | The number of children in key stage 1 who are identified as being entitled to receive pupil premium funding will increase through targeted approaches to checking. The number of children in Early Years who receive early years pupil premium funding will increase if eligible. Criteria checked at home visits |

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: £25,520

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Ongoing high quality CPD for staff across the school linked to the – to ensure excellent first quality teaching, subject knowledge, strategic oversight, curriculum development and | The EEF states that ‘evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of | Challenge 2 |

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| <p>intervention and support is continually revisited, adapted and improved</p> <p>Use of the Lingfield Trust teaching compass to support teacher development and provide CPD opportunities for all staff.</p> | <p>assessment'. They also propose that 'effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice'.</p> <p>Effective Professional Development EEF</p> | <p>Challenge 2</p> |
| <p>Annual subscription to support and resources in relation to Little Wandle Systematic Synthetic Phonics programme, including aspects related to intervention and SEND provision.</p> | <p>The EEF states that 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'</p> <p>Phonics EEF</p> | <p>Challenge 2</p> |
| <p>Continued update of resources (eg. book stock and online book access) to ensure all children have appropriate access to reading materials/decodable readers in line with fidelity to the Systematic Synthetic Phonics programme.</p> | <p>The EEF states that 'intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact'.</p> <p>Teaching and Learning Toolkit</p> | <p>Challenge 2</p> |
| <p>Little Wandle professional development to support the high quality and effective delivery of school phonics programme. Targeted Little Wandle CPD to raise and maintain the quality of phonics teaching and interventions</p> | <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.'</p> <p>EEF July 2021</p> <p>Phonics EEF</p> | <p>Challenge 2</p> |
| | <p>High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's</p> | |

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| <p>Delivery of Reading plus Reader Programme across school to improve reading comprehension. Children targeted to facilitate accelerated progress.</p> <p>Development of Early Talk boost programme across EYFS including CPD for staff.</p> | <p>outcomes in the classroom.' EEF – Effective professional development guidance report. Providing feedback is well-evidenced and has a high impact on learning outcomes. EEF Toolkit – Feedback</p> <p>Effective Professional Development EEF</p> <p>Reading comprehension strategies are high impact on average (+7 months). Alongside phonics this is a crucial part of early reading instruction. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. – EEF Toolkit – Reading Comprehension Strategies</p> <p>Reading comprehension strategies EEF</p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. – EEF Toolkit – Oral Language Interventions</p> <p>Oral language interventions EEF</p> | <p>Challenge 2</p> <p>Challenge 2</p> |
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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 |
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| Complete CPD Stockton Talks program with Speech and Language UK intervention programme | The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. – EEF Toolkit – Oral Language Interventions | Challenge 2 |

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| <p>Establish appropriate structured interventions and learning opportunities for those pupils identified through data and school self-evaluation as falling behind</p> <p>To ensure that intervention is carefully targeted and specific intervention is delivered by qualified teacher.</p> | <p>Oral language interventions EEF</p> <p>https://www.suttontrust.com/our-research/school-funding-and-pupil-premium-2019/</p> <p>EEF rating: One to one and small group tuition EEF (educationendowmentfoundation.org.uk) On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Making a Difference with Effective Tutoring EEF</p> | <p>Challenge 2</p> <p>Challenge 2</p> |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Complete EBSA Horizons whole school attendance training. Appoint EBSA designated school lead.</p> | <p>‘Working Together to Improve School Attendance’ guidance, which reminds us that effective practices for improving attendance require close interaction with schools’ efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium to ensure pastoral support and attendance support is in place.</p> <p>Working together to improve school attendance - GOV.UK</p> | <p>Challenge 1</p> |

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| <p>Complete whole school inclusive attendance training and appoint inclusive attendance champion</p> | <p>Research from the EEF points us in the direction of carefully contemplating six core themes to ensure impact: building a holistic understanding of attendance for all; building a culture of community/belonging; effective communication; improving universal provision; delivering targeted intervention; and monitoring/analysing the impact of approaches.</p> <p>An Inclusive Approach to Improving Attendance - Inclusive Attendance</p> | <p>Challenge 1</p> |
| <p>To employ an F.L.O to work collaboratively with families whom would most benefit from support</p> | <p>The EEF suggests that ‘some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance’. They also found that ‘Levels of parental engagement are consistently associated with improved academic outcomes</p> | <p>Challenge 1 and 3</p> |
| <p>FLO to complete CPD for social and emotional interventions. FLO to target children in receipt of pupil premium with intervention.</p> | <p>Parental engagement EEF</p> <p>Social and Emotional Learning EEF: The average impact of successful SEL interventions is an additional three months’ progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Social and emotional learning EEF</p> <p>This will also be used to support our service pupils to help with parental deployment and transitions</p> | <p>Challenge 1 and 3</p> |
| <p>FLO to support early identification of Pupils in receipt of pupil premium through supporting EYFS home visits and making changes to new pupil paperwork</p> | <p>The Ofsted Inspection Framework emphasises the importance of personal development and extending the curriculum beyond academic achievement. Research by the Education Endowment Foundation has also found a link between enrichment and higher attainment in reading and maths.</p> | <p>Challenge 3</p> |
| <p>Subsidies for enrichment opportunities (eg. Educational visits; visitors into school).</p> | <p>When children have a broad set of rich experiences, they are able to develop their scheme more effectively – hanging new learning on prior learning and experiences. EEF: Life skills and enrichment - Improving the teaching and learning of life skills and enrichment</p> | <p>Challenge 4</p> |

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| | Arts participation EEF | |
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Total budgeted cost: £72,520

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This identifies the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year:

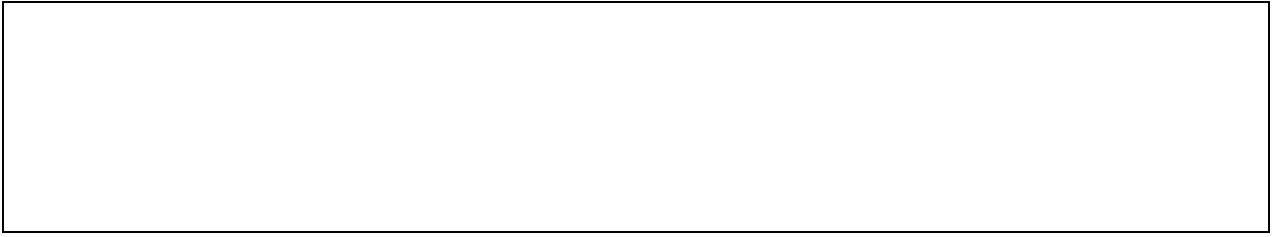
| • Intended outcome | • Review |
|---|--|
| <p>Pupils who have fallen behind in basic skills acquisition receive high-quality targeted teaching and support in order to catch up - and subsequently keep up.</p> <p>Success criteria Disadvantaged children in EYFS will achieve GLD in line with their national peers</p> <p>Disadvantaged children will achieve in line with their Preston Peers in year 1 phonics tests.</p> <p>Disadvantaged children will achieve in line with their national peers in MTC for average score and pupils achieving full marks</p> <p>Disadvantaged children at the end of KS2 will achieve results in line with their national peers for reading, writing and maths</p> | <ul style="list-style-type: none"> • There were 4 pupil premium children in reception 2 of which achieved GLD (50%) This is in line with national disadvantaged (52%) When Acorns specialist provision is removed 2 of the 3 children achieved GLD (67%) this is in line with national other 68% and slightly below Preston all 78% • Of the 2 pupil premium children who did not achieve GLD, 1 is part of our acorns specialist SEND Unit, the other child had specific issues with PSED • There were 3 pupil premium children who were part of the year 1 phonics cohort 1 of which achieved a pass (33%). Of those children who did not pass 1 child is part of our Acorns unit which when removed gives a pass rate of 50%, the other child made progress towards the test from her starting point. National disadvantaged was 67% • Disadvantaged children achieved an average score of 21.6 which is above the national average of 21.1 and well above the disadvantage average of 18.9. Disadvantaged children achieving full marks was 18.2% which is broadly in line with the national average of 25% • Disadvantage children at the end of key stage 2 achieved 87.5% in reading which is above national average of 75% for all children and significantly above the national disadvantaged 63% • Disadvantage children at the end of key stage 2 achieved 75% for writing which is above national all 72% and significantly above the national disadvantaged 59% • Disadvantage children at the end of key stage 2 achieved 75% for maths which is above national all 74% and significantly above the national disadvantaged 61% • Disadvantage children at the end of key stage 2 achieved 75% for GPS which is above national all 73% • Disadvantage children at the end of key stage 2 achieved a combined of 62.5% which is |

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| | <p>above national all 62% and significantly above the national disadvantaged 47%</p> |
| <p>Pupil Premium pupils have similar opportunities and access to the school's curriculum and wider school life as do their peers. Pupils have a breadth of experiences that enable them to contextualise their learning and make it more memorable – cultural capital is increased.</p> <p>Success criteria The percentage of disadvantaged pupils who attend extracurricular clubs will remain at least in line with previous year (77%)</p> <p>Percentage of disadvantaged children who attend more than one club will increase from previous year (40%)</p> <p>Children who attend school using school transport will continue to have access to extracurricular clubs (4 children)</p> <p>Disadvantaged children will access enhanced curriculum opportunities at least in line with their peers</p> <p>Data shows that PP pupils experience equity in relation to accessing all aspects of the school's wider curriculum.</p> | <ul style="list-style-type: none"> • 60% of Pupil premium children attended at least one after school club which is a decrease from the previous year, there were a number of factors that contributed to this including building work in 1 term that meant after school clubs could not take place. • 7 pupil premium children out of 10 who did not attend a club the previous year attended at least one club. • Lunchtime clubs were introduced for the children who have school transport and most children attended. • 23% pupil premium children attended more than one afterschool club which was affected by there being less clubs due to building work • All pupil premium children in year 6 accessed 50% reduction in cost of residential trip to London. • 8 pupil premium children out of 9 accessed 50% reduction in costs of the residential trip to Grinton Lodge. • All year 4 pupil premium children accessed the Year 4 outdoor camping event. |
| <p>To ensure the attendance of pupils in receipt of pupil premium is in line with those of their peers and reduce the proportion classed as persistent absentees.</p> <p>Success criteria To close the gap between whole school attendance and pupils in receipt of pupil premium funding. (2023-2024 1.9%)</p> <p>To close the gap between disadvantaged children persistent absence 17.9% and whole school persistent absence 8.7% by reducing pupil premium persistent absence</p> | <ul style="list-style-type: none"> • The gap between whole school attendance and pupil premium children increased to 3% over the academic year this was significantly impacted by 4 children who had a significant affect of PP cohort attendance • Pupil premium attendance was better than national pupil premium attendance 92.1% • Persistent absence for pupil premium children was 20.8% which is better than the national disadvantaged children 25.9% Of the 11 children who receive pupil premium 3 were due to holidays taken in term time. • PA for Pupil premium children was better than the national average for PP children |

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| <p>To ensure that pupil premium pupils with additional barriers such as SEND make at least the expected progress in relation to their individual needs</p> <p>Success criteria To ensure that pupils make progress to achieve individual targets that have been set</p> <p>The percentage of pupil premium children with additional barriers who make accelerated progress against their own targets will increase</p> <p>To increase the percentage of pupil premium children who are on track in each year group</p> | <ul style="list-style-type: none"> • Progress has been made by all children against their individual starting points • Pivats assessments have been put in place for those children who need it, enabling teachers to track small steps of progress • The percentage of children in year 6 who passed their test was above national all in all areas • The majority of children who are pupil premium remained on track or made better progress |

Service pupil premium funding (optional)

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| <p><i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year</p> |
| <p>Service pupils who have fallen behind in basic skills acquisition received high-quality targeted teaching and support in order to catch up - and subsequently keep up.</p> |
| <p>The impact of that spending on service pupil premium eligible pupils</p> |
| <p>‘Service’ pupils attainment is at least in line with other Preston pupils</p> <p>All of the service children who were at statutory assessment points achieved at the expected level. With our service pupil in year 6 achieving Greater depth across all areas.</p> <p>Through targeted emotional wellbeing support offered by the school’s FLO, ‘service’ pupils are coping well emotionally if a parent/carer is moved to a different service venue and are effectively managing situations where they themselves may need to move to a different school.</p> |



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.

| | <p>The vast majority of service children will make at least the expected progress across the curriculum and achieve at least the expected level</p> |
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| Intention: | Success Criteria |
| <p>Gaps in 'service' children's education caused by moving between schools are identified and addressed with targeted one to one support.</p> <p>The school's FLO to help ensure current and future 'service' pupils feel safe and are confident in themselves and to ensure strengthened partnership with parents/carers.</p> | <p>'Service' pupils attainment is at least in line with other Preston pupils and the progress that they make is at least good.</p> <p>Through targeted emotional wellbeing support offered by the school's FLO, 'service' pupils are coping well emotionally if a parent/carer is moved to a different service venue – and are effectively managing situations where they themselves may need to move to a different school.</p> |