

Pupil premium strategy statement – Newchurch St Nicholas CofE Primary School

This statement details our school's use of pupil premium (and recovery 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	113
Proportion (%) of pupil premium eligible pupils	55% 63/113
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Gemma Callaghan
Pupil premium lead	Gemma Callaghan
Governor / Trustee lead	Tony Abbey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,325
Recovery premium funding allocation this academic year	N/A
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£83,325

Part A: Pupil premium strategy plan

Statement of intent

This pupil premium plan aims to help close the gap between Pupil Premium and non-pupil premium by:

- Ensure teaching is of high quality and pupils knowledge sticks, which drives pupil progress and ensures pupils are engaged.
- Pupils are provided with 'gap plugging' interventions which are delivered across all year groups and are used to address individual needs.
- A wide range of after school club activities are provided to pupil to broaden experiences and provide enrichment to pupils.
- We ensure pupils needs are met in school and that pupils are ready to learn in a number of ways including supporting families (Early Help and TAF meetings) providing children with individual support (brain breaks, breakfast, social stories, TA time.)

Our Pupil Premium strategy focuses on these objectives by providing CPD for teaching staff including training for new staff which has been provided by Lancashire Council. Support staff attend relevant training and share expertise with each other to ensure carefully planned interventions are delivered to a high standard. Lunchtime and after school clubs covering a wide range of subjects including gymnastics, football, dodgeball, young voices, fantastic book awards are all offered to pupils for free of charge to provide opportunities for enrichment.

Key Principles

- Ensure all relevant staff (including new staff) have received training and support to deliver interventions effectively.
- To continue to deliver an adaptive approach to teaching which is well resourced to enhance the quality of teaching and ensure pupils have a good understanding of maths (practical resources for each class, Red Rose maths.)
- Ensuring staff use evidence-based whole-class teaching interventions .

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	Low attainment of some children in reading, writing, maths.
2	Low levels of speech and language on entry in EYFS
3	Attendance and punctuality of pupils means interventions are not effective and progress is not made in some cases.
4	Parental engagement (homework and reading in particular as well as attendance to school events)
5	Access to a wide range of experiences and enrichment activities can be limited.

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
For pupils to make improved progress by good quality teaching	- Strategies for metacognition are used by teachers; sticky knowledge, teaching through songs and going outdoors, links to prior learning) in all classes - A knowledge based curriculum is taught and 'sticks' - CPD provided to teaching staff and TA's - Learning environments support the use of wider vocabulary, helping to embed learning for all pupils - Pupil progress meetings identify children who are not progressing. - Interventions are planned for and monitored for effectiveness. - Teaching is inclusive of all needs (SEN, PP, EAL, vulnerable) and adaptive teaching is key. - Teaching staff have received relevant CPD to ensure high quality teaching.
Pupils to 'plug the gaps' in learning by receiving well planned interventions	- High quality research based interventions are planned based on individual needs (fluent in five, IDL, twinkl phonics catch up.) - CPD provided to all staff. - Assessment for Learning is used to assess pupils learning through questioning and verbal feedback and planning is adjusted as appropriate. - Focus groups receive 'pre teach' of key information or vocabulary before the session. - Good practice is shared between staff - SENCO provides training and meetings with support staff - New interventions are implemented where needed.
Enrichment activities are provided to all pupils	- A wide range of after school and lunchtime clubs are offered (sports, arts, crafts, drama, ICT) - Themed weeks and visitors are planned in to provide hooks for learning and memorable experiences.

	• Children learn more and remember more • Trips are planned for and linked to the curriculum to enrich learning. • Personal development is planned for through trips, visitors, enrichment days and pupil passport activities.
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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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff receive appropriate CPD to ensure teaching is good</i>	CPD provided • Mastery- Red Rose training-Y6 • Salford Reading • Twinkl phonics • Knowledge based curriculum is taught and learning 'sticks' • Subject leader networking • Local forums • First aid • Safeguarding • PE • Swimming • Right start • EYFS • Precision teaching • Adaptive teaching • PIVATs • Effective use of TA's	1
<i>Resources purchased to ensure delivery of lessons is engaging</i>	• History loan boxes are ordered to ensure pupils have adequate hands on resources available • Mastery resources purchased (Red Rose maths)	1

<i>Staff provided with release time to lead subjects and attend CPD</i>	• Staff wellbeing is a school priority (staff wellbeing policy implemented) • Staff are provided with time to lead subjects effectively • Staff feel confident and well-equipped to lead subjects	1
<i>Additional teacher to allow smaller KS2 class sizes</i>	• Less pupils in a class means more dedicated time with each pupil.	1
<i>Pupils to receive support in class to ensure children are ready to learn.</i>	• TA support in every class to scaffold learning where needed. • Enough support ensures individual needs are met and children are ready to learn.	

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Interventions are carefully planned for and delivered to target pupils who need it</i>	• Twinkl phonics (intervention catch up) • Talk about develops social skills and helps to improve mindset • Precision teaching is used to support SEN • Number box intervention to focus on specific maths difficulties. • Phonics box intervention • Motor skills united • Write from the start • Specific speech and learning programmes (individualised from S+L team) • Numbots and TTRS • IDL	1 and 2
<i>CPD provided to support staff</i>	• Staff have attended relevant training (IDL, precision teaching, trauma)	1 and 2

	• SENCO is available to support staff with intervention plans and delivery.	
<i>Wide range of online subscriptions purchased to support staff in intervention delivery and to ensure pupils can access learning at home too</i>	• Twinkl phonics and interactive books. • A wide range of subscriptions purchased including TTRS, purple mash, kapow, spelling shed.	1, 2 and 4

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Outdoor learning schools sessions are delivered to all classes throughout the year</i>	• Pupils learning is more memorable when they are outside and with nature • It is proven that being outdoors is positive for mental well being • Mrs O'Mara to provide active learning training.	5
<i>CPOMS and other strategies are used effectively to record safeguarding, behavioural, SEN and attendance concerns</i>	• Support is offered to families via Early Help/TAF meetings where appropriate • Attendance issues are tackled using letters, teacher meetings and referrals to PAST • Attendance is a priority on our SDP. • Attendance Policy reviewed in light with government changes • Attendopoly introduced to raise the profile in school. • Miss Robinson chases attendance- phone calls home, letters and home visits. • Mrs Meeks complete early help assessments and conduct meetings to support families. • JM and SR to complete EHA as part of role • JM to become additional DSL.	3 and 4
<i>A wide range of after school and lunchtime</i>	• Enrichment activities broaden pupils knowledge and	4 and 5

<i>sessions are offered to pupils for free</i>	encourage an enjoyment in school • Wellbeing is positively affected by doing activities that you enjoy • Teacher directed time is used to facilitate clubs. • RSSP and Burnley FC offer sports clubs. • Young Voices funded by school at no cost to parents	
<i>Parental engagement member of staff to work with parents to organise events</i>	• Parents are engaged within the school community and help set up school events • All classes set up opportunities for parents to engage in school through class sessions. • GW to set up Lancashire parent workshops • PTA is established and runs many events • SEN coffee mornings led by governor. • Home school agreements re sent out • Letters home reminding parents of engagements (homework/reads completed) • Class teacher meetings at the start of the year. • Meet the teacher meetings, craft sessions, workshops, nativity, SATs, phonics, sports day, topic days are all available for parents to attends	4
<i>Teaching staff to co-ordinate parent support sessions</i>	• A range of workshops to be offered to parents • Monthly coffee mornings to invite parents into school • Christmas events including nativity, Christmas crafts and choir where parents are invited to school are organised. • Parental involvement co-ordinators are setting up workshops in school.	4
<i>Lunchtimes are active times and pupil behaviour is good because children are busy and have an outlet if they become angry.</i>	• A wide range of play activities are happening at lunch times to engage pupils (play leaders trained, friendship club.)	4

	• Quiet club ensures children who find the dinner hall overwhelming • Pupils can self-regulate their emotions and calm if they become angry. • Friends at play club to build social skills and relationships • Quiet zone for pupils who can become over stimulated • Zones of regulation introduced to all staff and calm areas set up in classes. • All staff deliver lunchtime extra curricular clubs. • Acorn psychology/ individual curriculum offered to pupils who need it. • Integrated and varied timetables to support pupils.	
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Total budgeted cost: £ 80,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Over the last academic year needs of the school changed- the percentage of SEN, pupil premium and pupils with early help assessments and support have all increased and it has become increasingly important for us to firstly meet the hierarchy of needs (ensure basic needs are being met first.) We have more vulnerable children and an increased amount of children on child protection/child in need plans. To support the pupils who need it we have made sure that classrooms have enough TA support to meet these needs which has meant that behaviour is good and children have received quality first teaching.

Our trained teaching staff and support staff quickly identify pupil needs and due to the CPD received they effectively deliver interventions which support children emotionally, socially and academically. Trauma training has been delivered again in January 2025. Our trauma trained approach ensures staff are understanding of behaviours and know how to approach children who have experienced ACES. We have integrated and varied timetables in place which has ensured children are settled in school and able to access their learning.

Pupils have accessed a wide range of after school and lunchtime clubs which has helped them to maintain a positive attitude through a wide range of activities.

We have identified the importance of tracking progress through high quality first teaching and intervention sessions and have implemented new tracking systems in reception and across school. Pupil progress meetings ensure pupils who are not making expected progress are identified quickly.

Parental engagement has been offered through workshops and coffee mornings and we will continue to develop this next year. The impact of this has been a supportive PTA group who have organised a disco and Christmas fair after school. Children are now seeing that our school is a community where parents and staff work together. Class teacher meetings in September 2025 were well attending and we are now starting the learning journey with good parental engagement.

Support has been offered to families who need it through additional support (TAF etc.) and signposted to local support agencies. School has developed strong links with local establishments e.g. The Maiden centre, parental workshops, police and fire, to support families and children.

Pupils have all accessed two trips last year, which helps to engage pupils in their learning, providing a hook for learning. The enrichment activities that school has offered provide an education which engages and includes the whole child.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
IDL wellbeing	IDL
IDL spellings	IDL
Red Rose maths catch up (Year 1-Year 5)	Lancashire
Twinkl phonics catch up	Twinkl
IDL maths	IDL
Emotions/ nurture/ social stories	Various
Specific speech and language programme (individualised from S+L team)	Speech and Language
Precision Teaching	

Service pupil premium funding (optional)

<i>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</i>
As detailed above- pupils benefited from specifically trained staff to implement interventions. In class support provided to specific pupils where needed. A range of after school clubs offered to pupils and attended by pupils.
The impact of that spending on service pupil premium eligible pupils
Pupils accessed after school clubs (drawing, computing, cross country, football) Pupils enjoyed outdoor learning sessions (in the summer term.) Speech and language intervention programme. Maths Red Rose catch up helped pupil to bridge some gaps in learning.

Further information (optional)

Our pupil premium funding largely is used for staff CPD and ensuring that there are enough staff in every class.. This is costly as we need to pay for the training and then cover for staff where needed. We also need to ensure resources are in place to ensure teaching can be as effective as possible. We are prioritising staffing as we believe a consistent staff really benefits our pupils.

Pupils arrive at school with a whole range of barriers from special needs to low self-esteem, limited vocabulary and language to home life barriers. In school we quickly identify the needs of these pupils and effectively design our lessons, enrichment activities, CPD needs and interventions to address these. We design a curriculum that will engage pupils and plan for themed weeks and activities to further enhance our curriculum. We use visits, visitors and resources to hook the children in to learning.

Families are welcomed into school using a wide range of approaches including coffee mornings and open days as well as picnics in class and craft afternoons. We ensure they can support children at home by providing a range of interactive resources like times table rock stars and twinkl phonics. Attendance issues are identified and prioritised quickly to ensure pupils can receive the most effective education possible.

We massively value the importance of aspiration and are building strategies into our curriculum to learn about inspirational people, invite visitors into school e.g. police, fire service, soldiers, football coaches and also held a careers week to ensure pupils are exposed to a wide range of careers and become aspirational thinkers. We are planning a curriculum of aspiration and are using