

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Lindow Community Primary School
Number of pupils in school	155
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026, 2026-2027, 2027-2028
Date this statement was published	19 th December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	FGB
Pupil premium lead	T.O'Keefe
Governor / Trustee lead	J. Breakell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,295
Recovery premium funding allocation this academic year	N/A
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	£19,295

Part A: Pupil Premium Strategy Plan

Statement of intent

At Lindow Community Primary School, our aim is for all pupils - regardless of background, need, or challenge – to make good progress and excel across all subject areas. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This targeted focus not only proves instrumental in narrowing the attainment gap associated with disadvantage but also contributes positively to the academic growth of our non-disadvantaged pupils. 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.

Our ultimate objectives for all disadvantaged pupils are:

- To have high levels of attendance and punctuality
- To fulfil academic potential
- To feel socially and emotionally safe and secure, with talents and interests developed and nurtured
- To equip pupils with the knowledge and cultural capital experiences they need to succeed in life, through a broad and balanced curriculum and extra-curricular experiences

Our approach is responsive to individual needs and is rooted in robust diagnostic assessment. Every child's progress and attainment, including disadvantaged pupils, is tracked using a robust system and pupils who require support to keep up are quickly identified and supported through additional teaching/coaching. To ensure they are effective we incorporate the latest research from the Education Endowment Foundation including:

Teaching

- High quality teaching for all
- Access to high quality CPD for all staff to ensure systematic practice across the school.
- High quality assessments and a curriculum which responds to the needs of pupils
- Mentoring and coaching

Targeted academic support

- High quality one to one and small group intervention led by class teachers
- Immediate phonic intervention led by class teachers
- Bespoke planning for pupils with special educational needs and disabilities

Wider strategies

- Social and emotional targeted group / 1:1 support
- Supporting high levels of attendance and punctuality
- Communicating with and supporting parents/carers
- Extra-curricular and enrichment clubs and trips

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children who also have SEN Observations and data show an overlap between our disadvantaged pupils and those who also have SEND. Pupils with SEND are statistically less likely to achieve age related expectations and require a more bespoke curriculum, often using a small steps assessment framework to track progress.
2	Language and Communication Barriers Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and, in general, are more prevalent among our disadvantaged pupils.
3	Enrichment opportunities Discussions with pupils and their families indicate limited opportunities for life experiences for disadvantaged pupils.
4	Attendance and Punctuality Issues Persistent absence or lateness can significantly impact progress and engagement. Disadvantaged pupils are statistically more likely to experience attendance challenges. Data shows that attendance for our disadvantaged children was 96% compared to 97% for non - disadvantaged pupils. Our data shows an upward trend in attendance from the academic year 2024-2024, where attendance for our disadvantaged pupils was 94.3%, hence we continue to make this a target area.
5	Social, Emotional and Mental Health Needs Our observations show that the wellbeing of many of our disadvantaged pupils remains a target area. The areas of concern are emotional

	wellbeing, social difficulties, resilience/self-belief/anxiety and gaps in learning due to lost learning opportunities and safeguarding. During the previous academic years, our Mental Health Lead has worked regularly with a number of children and families.
6	Gap between academic achievement in R/W/M Assessments, observations and data indicate a gap remains between disadvantaged and non – disadvantaged pupils across reading, writing and maths. Data also shows that our disadvantaged pupils arrive at school with below average starting points, particularly those who also have a SEND overlap.

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
All pupils have access to a wide range of enrichment opportunities regardless of social background or any disadvantage.	The school's curriculum provides a range of enrichment opportunities for all pupils. School visits are subsidised for disadvantaged pupils and a range of enrichment opportunities provided in school. All pupils will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day. Disadvantaged pupils are well represented in after-school clubs
Delayed speech and language skills are addressed and are not a barrier to learning.	Pupils are well supported to address delayed language and communication skills and they make accelerated progress from their different starting points. Early intervention is key. Maths oracy is embedded through school, developing language acquisition further.
To provide support for the emotional health and well-being of identified pupils in order to remove barriers to learning.	Nurture/social skills/well-being sessions allow pupils to develop a range of skills linked to relationships, sharing, resilience, determination, aspiration and managing feeling. Pupils will show an improvement in confidence and learned new skills. Improvement in behaviour, aspiration and attendance evident. Families of Pupil Premium pupils will be supported by the Mental Health Lead and signposted to key support where needed.
To improve attendance and provide family support where needed.	Vulnerable pupil premium pupils' families are supported by the Mental Health Lead and staff. Parents supported to overcome concerns, anxiety, attendance and punctuality issues. Parents are equipped with the knowledge and understanding needed to support their children with home learning. The overall unauthorised absence rate for disadvantaged pupils will improve.
To accelerate the progress of under	Progress accelerated in reading, writing and maths in order to continue to narrow the gap and close pockets of

achieving pupils in order to close the attainment gap in RWM.	underachievement through school. Percentage of PP children attaining age related expectation will increase in reading, writing and maths.
Children who are disadvantaged and also have SEND will make progress against a small steps assessment framework.	Disadvantaged children with SEND will be carefully and robustly tracked and assessed to ensure they make good progress against their curriculum objectives and small steps assessment framework.

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: £12,295

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support and intervention	Highly skilled TAs provide targeted support within the classroom. TAs also lead interventions tailored to individual children's needs. Impact of interventions is tracked for effectiveness and interventions enable children to access their age-related curriculum.	All disadvantaged pupils across school
Tracking and assessment package and training.	Use of online assessment tracker provides teachers with the ability to easily identify gaps in pupils learning and address them quickly so they make good progress.	All pupils across school

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Diagnostic one to one assessments e.g. Sandwell, NTS Assessments	Enables teachers & TAs to pinpoint support for children according to gaps in learning, particular next steps	Sandwell – individuals as identified that need 'catch-up' NTS Assessment – all children termly from Y1 – 6 in reading & mathematics

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School to work with attendance support worker from Cheshire East	Support from Cheshire East to look at improving attendance figures for the whole school, especially those disadvantaged children. Review of practice in school to promote high attendance.	Whole school – 155 pupils.
Extra-curricular club places/ enrichment offer	Support for disadvantaged children by giving access to differing enrichment opportunities	14 pupils
School Trips	Disadvantaged children whose families need support in funding school trips	14 pupils

Total budgeted cost: £ 19,295