

# Pupil Premium Strategy Statement – Bolton Parish 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	248
Proportion (%) of pupil premium eligible pupils	28.4%
Academic year that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Lisa Belfield
Pupil premium lead	Lisa Belfield
Governor / Trustee lead	John Waring

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,960
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	£96,960

## Part A: Pupil premium strategy plan

### Statement of intent

At Bolton Parish our aim is to provide the best possible education for all pupils, so that they achieve well, make good progress and are able to go on to the next phase of their education successfully. To help us achieve this aim, the key principles of our pupil premium strategy are:

- Ensure quality first teaching and learning meets the needs of all pupils;
- Providing high quality CPD for all staff to meet the needs of our ambitious curriculum;
- Being committed to meeting the social and emotional needs of all pupils, as well as the academic;
- Working closely with families to offer support and raise expectations for all pupils;
- Through adequate assessment, appropriate provision is made for pupils who belong to vulnerable groups, including those who are disadvantaged, so that learning needs are identified and addressed.

Our school location deprivation indicator (IDSR) is above average. However, the % of pupils in the school who are classed as FSM6 is close to average. Therefore we recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We will use this funding to support any pupil or groups of pupils the school has identified as needing additional support to close the learning gap. Our current plan will help us achieve these objectives by:

- Funding quality CPD for staff to help address learning gaps;
- Funding additional staff to help address learning gaps where leaders have identified a need;
- Funding additional staff to ensure we offer an ambitious curriculum and quality first teaching;
- Funding activities and external agencies that address social and emotional needs of pupils;

## Challenges

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

Challenge number	Detail of challenge
1	High levels of EAL (73%) mean some of our newest and youngest pupils need support with learning the basic skills for reading and writing.
2	The DfE document 'Compare your GLD data' states that 'Speaking' was the ELG that was furthest away from national averages with a difference of -6ppt. This is reflective of the high levels of EAL in our school.
3	End of KS2 data evidences that the attainment gaps between DAP and non-DAP in reading at the EXS+ and (-11%) and the Higher Standard (-26%) are greater than in writing and maths.
4	Analysis of in-house attainment data shows that DAP pupils are performing lower than non-DAP pupils in reading, writing and maths.
5	Analysis of in-house attainment data shows that DAP pupils who have SEND needs are performing lower than non-DAP pupils with SEND needs
6	Rates of persistent absence for all pupils, particularly for DAP children, are too high compared to national figures.

## 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
At the end of key stage 2, increased proportions of disadvantaged pupils will meet ARE in reading, to be at least in line with national other pupils.	Reduced gap between school DAP and national other pupils in reading outcomes at the EOKS2.

At the end of Reception, increased proportions of children will reach the ELG for speaking.	Outcomes for pupils will shift from 77% to be more in line with the national average of 83%.
Increased proportions of disadvantaged pupils to meet ARE in writing across KS1 and KS2, to be at least in line with national other pupils.	Reduced gap between school DAP and national other pupils across KS1 and 2.
Increased proportions of disadvantaged pupils to meet ARE in maths across KS1 and KS2, to be at least in line with national other pupils.	Reduced gap between school DAP and national other pupils across KS1 and 2.
Rates of persistent absence for all pupils, particularly disadvantaged pupils to be reduced.	Rates of persistent absence will reduce from 16.9% for all pupils. Rates for DAP pupils will reduce from 17.1%. Rates of PA will be more in line with primary national of 13.5% (2024-2025).

## 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: £ 31,504

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff: RWI Training & Development Days to ensure high quality teaching of phonics is in place and responds rapidly to the needs of pupils.	EEF Guide to Pupil Premium 'Menu of Approaches' 2025 states that "Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and purposeful use of assessment. This	1, 2, 3, 4, 5

	could include selection of high-quality curriculum materials or use of standardised assessments.”	
CPD for staff: RWI online portal to support the implementation of the phonics scheme.	EEF Guide to Pupil Premium ‘Menu of Approaches’ 2025 states that “Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.”	1, 2, 3, 4, 5
CPD for staff: Use of ECM Consultancy company to support leaders with the development of writing and reading curriculum through LP and MTLR processes.	EEF Guide to Pupil Premium ‘Menu of Approaches’ 2025 states that “Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.”	1, 2, 3, 4, 5, 6
Teaching/CPD for staff: Development of reading and writing curriculums to develop a consistent approach	EEF Guide to Pupil Premium ‘Menu of Approaches’ 2025 states that “Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.”	1, 2, 3, 4, 5
Introduction of RWI handwriting to support strong foundational skills of the youngest pupils.	EEF Guide to Pupil Premium ‘Menu of Approaches’ 2025 states that “Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and purposeful use of assessment. This could include selection of high-quality curriculum materials or use of standardised assessments.”	1, 3, 4, 5

CPD for staff: providing cover time for two teachers to undertake NPQLT	EEF Guide to Pupil Premium 'Menu of Approaches' 2025 states that "Managing workload and offering effective professional development are key to retaining great teachers, which, in turn, is crucial to maintaining a high standard of teaching and learning."	1, 3, 4, 5
Recruitment of staff: new appointment of TLR holder for SENDco role (previously undertaken by deputy head therefore an additional role)	EEF Guide to Pupil Premium 'Menu of Approaches' 2025 states that "Managing workload and offering effective professional development are key to retaining great teachers, which, in turn, is crucial to maintaining a high standard of teaching and learning."	5
Targeted use of technology (Insight) to purchase an updated pupil attainment tracker so that teachers can rapidly identify pupils who are falling behind and track progress of the most vulnerable.	EEF Guide to Pupil Premium 'Menu of Approaches' 2025 states that "To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy."	1, 2, 3, 4, 5
Targeted use of technology to provide Accelerated Reader Programme and Freckle (maths) programme.	EEF Guide to Pupil Premium 'Menu of Approaches' 2025 states that "To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy."	1, 3, 4, 5
Targeted use of technology through IXL online learning (maths)	EEF Guide to Pupil Premium 'Menu of Approaches' 2025 states that "Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology."	4, 5
Technology to support high quality teaching through the purchase of a	EEF Guide to Pupil Premium 'Menu of Approaches' 2025 states that "To improve learning, schools should consider the specific barriers technology is addressing, particularly	1, 3, 4, 5

class set of Chromebooks and relevant licenses.	for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy.”	
Technology to support high quality teaching through purchase of FFT Reading Assessment Programme to identify specific reading needs of pupils. This includes providing a reading age, fluency count and ability to decode.	EEF Guide to Pupil Premium ‘Menu of Approaches’ 2025 states that “To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy.”	1, 3, 4, 5

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

Budgeted cost: £ 24,463

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of targeted SALT intervention through external agency ‘The Nest’ to assess all EY pupils and establish relevant SALT interventions.	EEF Guide to Pupil Premium ‘Menu of Approaches’ 2025 states that “Targeted academic support can support pupil progress and can be employed to help boost language development.”	2, 5
Deployment of TA2 time to provide ‘Fresh Start’ (RWI) phonics interventions for children who are new to English or who have SEND needs across KS2.	EEF Guide to Pupil Premium ‘Menu of Approaches’ 2025 states that “Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported.”	1, 3, 4, 5
Interventions led by experienced teachers, outside of usual school	EEF Guide to Pupil Premium ‘Menu of Approaches’ 2025 states that “Extended school time could mean extending	1, 3, 4, 5

hours, to provide additional support for targeted pupils in Y1 PSC and EOKS2 outcomes.	core teaching through targeted after school tuition, homework, or summer school programmes. Such programmes are more likely to impact learning if they are clearly structured, linked to the curriculum, and led by well-qualified and well trained staff.”	
Targeted support and interventions for the most vulnerable through the use of an Educational Psychologist.	EEF Guide to Pupil Premium ‘Menu of Approaches’ 2025 states that “Targeted academic support can support pupil progress and can be employed to help boost language development.”	5
Targeted use of technology to provide one-to-one reading interventions for the most vulnerable.	EEF Guide to Pupil Premium ‘Menu of Approaches’ 2025 states that “Targeted academic support can support pupil progress and can be employed to help boost language development.”	1, 3, 4, 5

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

Budgeted cost: £ 40,993

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor in school to support families and pupils with attendance, welfare and SEMH needs.	<p>EEF Guide to Pupil Premium ‘Menu of Approaches’ 2025 states that “Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.”</p> <p>EEF Guide to Pupil Premium ‘Menu of Approaches’ 2025 states that “Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement</p>	1, 2, 3, 4, 5, 6

	interventions show promise in supporting pupil attendance.”	
Targeted use of technology (FFT/Insight) to support the school in tracking and monitoring pupil attendance, particularly those who are DAP, with the aim to reduce PA.	EEF Guide to Pupil Premium ‘Menu of Approaches’ 2025 states that “Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.”	6
Bolton Behaviour Support	EEF Guide to Pupil Premium ‘Menu of Approaches’ 2025 states that “Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.”	5, 6
Bolton Music Service which includes Wider Opportunities for all pupils across school	EEF Guide to Pupil Premium ‘Menu of Approaches’ 2025 states that “Extracurricular activities are an important part of education. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes.”	1, 2, 3, 4, 5
Support for the most vulnerable families and children to access the school Breakfast Club.	EEF Guide to Pupil Premium ‘Menu of Approaches’ 2025 states that “There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance.”	6

**Total budgeted cost: £96,960**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Outcomes for DAP at the end of July 2025 are as follows:

EYFS GLD	School DAP	National All Pupils
	100% (not significant group)	68%

Y1 PSC	School DAP	National All Pupils
	80%	80%

EOKS2	Reading		Writing		Maths		RWM	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
School DAP	69%	13%	75%	13%	75%	25%	69%	0%
National All Pupils	75%	33%	72%	--	74%	26%	62%	8%

## 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.*

<b>Programme</b>	<b>Provider</b>
Speech and Language	The Nest
Behaviour Support	Bolton Behaviour Support/Aspire Behaviour Management
Home Online Learning	IXL/Education City
Educational Psychologist	Bolton Educational Psychologists