

Pupil premium strategy statement – Burscough Bridge St John’s CE 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 effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	Burscough Bridge St John’s CE Primary
Number of pupils in school	143
Proportion (%) of pupil premium eligible pupils	12.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Jayne Wallington
Pupil premium lead	Rachel Melton
Governor / Trustee lead	Judith Neilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 27 270
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	£ 27 270

Part A: Pupil premium strategy plan

Statement of intent

- Further enhance progress, in all subjects across the school, with a specific focus on early reading and phonics, through quality first teaching and learning and personalised intervention programmes, so pupils can quickly address any gaps in learning.
- Consistently promote the extensive personal development of pupils by continuing to ensure all pupils have access to a wide, rich set of experiences and that opportunities to develop their talents and interests are of exceptional quality.
- Continue to provide high-quality pastoral support so that pupils know how to eat healthily, maintain an active lifestyle, and keep physically and mentally healthy.

Challenges

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

Challenge number	Detail of challenge
1	Poor communication, language and literacy skills of children create a barrier to learning.
2	Lower self-esteem and aspirations can impact negatively on attendance and academic achievement
3	The cost of participating in extra-curricular activities such as music tuition and sports is often prohibitive
4	Cultural capital; despite achieving well academically, some children's access to the wider world / experiences is limited
5	Poorer attendance (93.2% for PP compared to the rest of the school population at 96.5%)

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
A higher proportion of all pupil premium pupils (R-Y6) will make expected plus progress in relation to achieving age related expectations	Monitoring systems and data outcomes show progress from individualised targets. Pupils eligible for PP in Reception make rapid progress by the end of the year so that all pupils eligible for PP meet age-related expectations
Individual needs of pupil premium pupils will be addressed to reduce the gap in attainment and progress between this group and all pupils.	Higher profile given to individual pupils' needs at learning enquiries, PP meetings, phase and year group meetings and SLT meeting
Increased attendance and punctuality rates for pupils eligible for PP	The number of persistent absentees is reduced amongst PP pupils. Overall PP attendance will increase to an average of 96% or greater in line with 'other' pupils.
To develop a love of reading for all children, including those most disadvantaged	Progress is evident and consistently strong. Curriculum meets/exceeds the requirements of the new Ofsted framework.
To enhance equality of opportunity for all pupils	All children accessed every area of the curriculum – creating a love of learning and thirst for knowledge. Gap between disadvantaged pupils and their peers is closed.
To address gaps in learning so the lowest 25% of targeted cohorts make accelerated progress.	Increased percentage/number of pupils meet the expected standard by the end of the year. Gaps in learning identified and addressed.

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: £3420.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading support for teachers, parents and pupils. Support for new teachers and teaching assistants in Reading and Phonics. Development of library books – increased challenge and variety. Purchase of new books for extended borrowing. Online borrowing catalogue subscription – Bug Club Phonics.	EEF identifies good evidence for improving teaching quality through CPD. EEF indicates moderate impact for phonics teaching (+4 months) and high impact for Reading comprehension strategies (+6 months)	1
Further CPD in Phonics, English and Maths Mastery (National College)	EEF identifies good evidence for improving teaching quality through CPD	1

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

Budgeted cost: £ 22 750.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
In class TA2 support x 6 classes	EEF indicates moderate impact for small group tuition (+4 months) and within class attainment grouping (+3 months)	1,2
Out of class TA2 intervention and resources: <ul style="list-style-type: none"> • Phonics (small group) • S&L 1:1 	Interventions follows format similar to school teaching. EEF indicates high impact. EEF indicates moderate impact for phonics teaching (+4 months) and high	

<ul style="list-style-type: none"> • Reading comprehension (Small group) • Reading decoding 1:1 	<p>impact for reading comprehension strategies (+6 months)</p> <p>EEF indicates moderate impact for using digital technology (+4 months)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1100.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Health and Wellbeing Training, Support and Resources:</p> <ul style="list-style-type: none"> • My Happy Mind • Mindfulness training for new staff • RSE training • RSE resources 	<p>EEF indicates moderate impact for social and emotional communications (+4 months)</p>	2
<p>Residential and other educational visits and financial support</p>	<p>EEF indicates moderate impact for social and emotional communications (+4 months)</p> <p>Inclusion in whole class events to ensure no gaps in learning, a love of learning and that a lack of funding does not result in school visits not taking place – an inclusive curriculum</p>	3
<p>Small group Music Provision</p>	<p>EEF indicates moderate impact for small group tuition (+4 months)</p>	3
<p>Curriculum themed workshops half-termly (Cultural capital enhancement for all)</p>	<p>Inclusion in whole class events to ensure no gaps in learning, a love of learning and that a lack of funding does not result in limited experiences – an inclusive curriculum</p>	4

Total budgeted cost: £27 270.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that 50% of our disadvantaged children passed their Year One phonics screening compared to 74% of non-disadvantaged pupils. Additionally, at the end of KS1 50% achieved expected standard in reading, writing and maths, compared to 88% of non-disadvantaged children. At the end of KS2 40% of our disadvantaged children achieved expected standard on reading, writing and maths, compared with 53% of non-disadvantaged pupils. However, none of our disadvantaged children achieved greater depth at KS1 or higher standard at KS2.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils (although we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Our evaluation of the approaches delivered last academic year indicates that strategies employed are having a positive impact in supporting the children to achieve expected standard. However, we now need to extend these so that more of our disadvantaged pupils have the opportunity to achieve greater depth (KS1) and higher standard (KS2).