

Pupil premium strategy statement (including review of 2024/25)

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	Charles Saer CP School
Number of pupils in school	265
Proportion (%) of pupil premium eligible pupils	49.06%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2026
Date this statement was published	5/11/2025
Date on which it will be reviewed	2/9/2026
Statement authorised by	Helen Willott
Pupil premium lead	Deputy Head
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£289,025
Recovery premium funding allocation this academic year	£0
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	£289,025

Part A: Pupil premium strategy plan

Statement of intent

At Charles Saer Primary School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their full potential across all subject areas. The focus of our PP strategy is to support disadvantaged pupils to achieve that goal.

We have many vulnerable pupils and we consider the specific challenges that these children face on a daily basis. When allocating funding these children are at the forefront of our decision making, however, we are acutely aware of the needs of all of the children in our school and aim to meet these needs on an individual basis

High quality teaching and learning is at the heart of our approach, with a focus on the areas in which disadvantaged pupils require the most support. We also understand the importance of children's social, personal and emotional development as being a key element of children reaching their full potential. In order to close the gap between disadvantaged pupils and non-disadvantaged pupils these needs must be met.

We believe in giving children opportunities that they might not get outside of school. Our curriculum is designed to raise aspirations, providing experiences which will last a lifetime in the memories. These come in the form of 'wow' moments in the classroom, as well as additional experiences beyond the classroom, which aim to give pupils a 'thirst for more' and an understanding of the value of their own education.

Challenges

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

Challenge number	Detail of challenge
1	Low baseline on entry to school, particularly communication - this is evident throughout school. Phonics scores in 2024 are improving but still below national. This directly impacts the reading of those children.
2	Pupils and their families often have low aspirations for their futures which impacts on their motivation and commitment to learning. We want to remove the barriers to learning created by poverty, family circumstances and background.
3	Our disadvantaged children generally engage in fewer learning opportunities than some of their peers outside of school. This has resulted in significant knowledge gaps leading to pupils falling further behind age related expectations, particularly in reading.

4	Social and emotional barriers to learning, which were already high, have become even more significant in the last few years. Children's emotional well-being is at an all time low and we have noted a much greater need to provide support on a pastoral basis. This has particularly affected disadvantaged pupils, which is impacting on their attainment.
5	Attendance data over the last 3 years shows that the attendance overall of all groups remains low.

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
Improved oral language skills and vocabulary among our disadvantaged pupils including those with SEND, those who are known(previously known) to children and social care and those who may have other barriers to their learning and or wellbeing	Assessment and observations indicate significantly improved oral language skills and vocabulary among our disadvantaged pupils. This is evident in lesson engagement.
Disadvantaged pupils achieve as well as their peers. Gaps between the achievement of disadvantaged pupils and that of non disadvantaged are narrowing.	Data shows that the number of children on track is comparable between non disadvantaged and disadvantaged.
Improved reading attainment among our disadvantaged pupils, those with SEND, those who are known(previously known) to children and social care and those who may have other barriers to their learning and or wellbeing	The gap will be closed between disadvantaged pupils and non-disadvantaged pupils.
To achieve and sustain improved wellbeing for pupils for all pupils in our school, particularly our disadvantaged pupils. those with SEND, those who are known(previously known) to children and social care and those who may have other barriers to their learning and or wellbeing	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations. - pastoral team will see a reduced need for emotional wellbeing groups - high participation levels in enrichment opportunities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils including disadvantaged including those with SEND, those who are known(previously known) to children and social care and those who may have other barriers to their learning and or wellbeing	Sustained high attendance levels from 2024/25 demonstrated by: <ul style="list-style-type: none"> - the overall attendance rate for all pupils will improve over time and the attendance gap between disadvantaged pupils and their non-disadvantaged peers will narrow

<p>To provide enrichment activities beyond the curriculum to raise the aspirations of all pupils and families, particularly our disadvantaged pupils. those with SEND, those who are known(previously known) to children and social care and those who may have other barriers to their learning and or wellbeing</p>	<p>100% of children will have participated in at least one enrichment activity aimed at raising aspirations. Pupils in year 6 will be given the opportunity to take part in an overseas visit.</p> <p>Pupils' enjoyment of these activities will regularly be linked to the value of education.</p>
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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: £19377.81

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review July 2025
Training for staff to ensure assessments are interpreted and administered correctly	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions.</p> <ul style="list-style-type: none"> - Precision Phonics (reading diagnostic has entry and exit assessment) - NFER - Boxall profiles 	1, 2, 3	<p>Precision phonics is addressing gaps in children's knowledge. A group of children have made accelerated progress and are now secure in those sounds</p> <p>NFER test have been used consistently across school in the summer term and have proved invaluable to identify gaps to provide specific interventions in the Autumn term.</p>
Introduce dialogic activities across the school curriculum (asking open-ended questions, peer discussions, giving reasons orally) particularly focussed on early intervention in EYFS and KS1 and implement strategies from the EEF project	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussions have a high impact on reading.</p> <ul style="list-style-type: none"> - Welcomm <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 3	<p>Participation in the EEF project (Summer 2025) has provided staff with the skills to draw up an action plan and implement.</p> <p>Welcomm shows clear tracking of children who need further support with Speech and Language. This has successfully be delivered by our Speech and Language</p>

training and release time.			specialist in school
To continue to invest in high quality CPD for all staff in the delivery of Maths -Lancashire Maths consultant - training for all teaching staff TA - CPD to help accelerate learning and pre teach for small groups	A good foundational understanding of maths is essential as the building blocks to achieve fluency and enable our children to solve problems by applying their mathematics to a variety of problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.	1,3	Staff have received training on the implementation of a spiral maths curriculum with a clear focus on the use of manipulatives and importance of orally explaining their thinking.
To continue to invest in high quality CPD for all staff in the delivery of English. Red Rose spelling programme for Yr 3 and 4 Bounce back phonics intervention/Fast forward spelling intervention CPD (including Lancashire English consultant) Lancashire Talk Unit for identified Yr gps	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading. Once established, carefully sequenced planning and high quality guided reading linked with writing opportunities is key to the development of comprehension skills and written English. -	1, 3	Yr 3 Spelling programme implemented and clear progression of skills. Staff completed training for Talk Reception and Talk one. Lessons are carefully planned enabling the children to improve their writing skills through careful oral rehearsals. New guided reading books purchased to engage the interest of the readers.
To continue to purchase high quality reading books to further support the teaching of phonics, and develop vocabulary through KS2	Reading books matched to phonics ability engage the reader and increase confidence. High interest/low level reading books purchased for children with SPLD. Range of high quality guided reading books provide challenging vocabulary and attract the children's interest promoting the love of reading	1, 3	Higher quality guided reading is taking place in classrooms. Phonics increased over last

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

Budgeted cost: £182132.60

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review July 2025
Continued investment in additional support staff - all classes have 1 TA and 3 additional floating TA's to provide bespoke support in class and in groups	Many of our children have additional needs and through experience we identify those that are able to access the curriculum/individual curriculum through the use of 1:1 support	1, 2, 3, 4	Staff continue to support vulnerable pupils ensuring they can access the curriculum and their learning Monitoring shows that.....
Employ specialist SEN teacher	SEND specialist/Dyslexia specialist x1 LD - SEND specialist/Dyslexia specialist Both working with children 1:1 to identify specific learning difficulties and developing strategies and plans to not only manage these needs on a day to day basis but to clearly identify next steps.	1, 3, 4	Support provided to SENCO and expertise used to SEND teacher has supported the SENCO in identifying pupils who face barriers to their learning. These pupils receive effective support drawing on specialist teachers findings.
Invest in Educational Psychology support	Deep cognitive and behavioural assessment of children's complex needs helps to identify individual support	1, 3, 4	These pupils receive effective support drawing on specialist teachers findings
Continue to Buy specific Dyslexia package to support reading development	Precision Phonics- Through a singular focus on literacy and a full spectrum of solutions to support it, Precision Phonics helps more learners read, write, and speak with confidence	1, 3	
Signpost and provide counselling services for pupils, families and staff in order to support wellbeing and mental health	The use of skilled counsellors working with the many issues that children, families and staff deal with in daily life: <ul style="list-style-type: none">• Significant Anxiety• Trauma• Self-harm• Significant loss (including divorce and separation)	2, 4, 5	Pastoral lead worked closely with vulnerable children families and staff as appropriate throughout the year.

	<ul style="list-style-type: none"> • Bereavement • Breakdown in family relationships • Low self-esteem • Non-School Attenders • Specialist support for Looked After Children • Domestic violence • Vulnerable children and young people • Anger • Physical and sexual abuse • Life story work • Work life stress 		
Continued investment in specialist autism teacher	Reachout - 1:1 work with children who have a diagnosis as well as those being assessed who are on the pathway	1, 4, 5	These pupils receive effective support drawing on specialist teacher's findings

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

Budgeted cost: £87504.69

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review July 2025
Develop the quality of social and emotional learning. We will invest in pastoral support in order to embed SEL approaches throughout school. CPD will support professional development for all staff, particularly the pastoral team	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. This is even more key following the pandemic.	3, 4	SEL approaches embedded through school lead by pastoral lead and continued CPD to support this has continued through the year.
Employ FLM	Dedicated and approachable adults in school will remove barriers to learning for both children and families. Sign-posting and access for vulnerable families to various agencies has proven to increase engagement with school.	2, 4, 5	FLM continues to complete targeted work with pupils and families that need extra support guidance or care.
Attendance support	Funding initiatives e.g., milkshake Monday, prizes for good attendance etc	5	Incentives encourage children to attend

			school regularly and punctually
Magic Breakfast - free Breakfast for low income families	Ensuring all children have access to a healthy breakfast improves wellbeing and readiness for learning.	4, 5	Children all receive a healthy breakfast, more children are ready to learn
Free uniform subsidy	Improved self-esteem as the children feel part of the whole school community	2, 4, 5	Uniform has been subsidised where needed and this has been welcomed by families in need and allowed the children to feel a sense of belonging.
Performing arts subsidy	Providing wider opportunities for our children to ensure that cost is no barrier to ensure they have the chance to take part and perform in shows and experiences results in improved wellbeing, self esteem and attendance. Opportunity to play an instrument in school (Wider ops) Pantomime	2, 4, 5	Children were able to take part in the Dance festival and Celebration of music at the Opera House.
Paris subsidy	This residential visit broadens pupils' life opportunities, develops social & emotional skills as well as life skills that improves the outcome for all involved.	2, 4, 5	This has ensured all groups of children have had the opportunity to attend
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All	Continue to support families in crisis

Total budgeted cost: £ 289025

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2024/25

Data for 2024 shows an improvement in outcomes for PP children at the end of Y6, with only 31% achieving GLD at the start of reception.

Data for 2025

Intended Outcome 1	<p>Outcomes for Disadvantaged children in GLD in EYFS have improved year on year</p> <p>2024 - 25% Lancashire 46.7% 2025 - 50% Lancashire 45.9% England 51.4% Prime areas including communication and language 2024 - 33% Lancashire 57% 2025 - 50% Lancashire 55.7% England 60.9% Closer to Lancashire and England</p> <p>Phonics data for disadvantaged children shows significant improvement and closer to national</p> <p>Meeting the expected standard</p> <p>2023 - 25% England 66% 2024 - 57.1% England 68% 2025 - 50% England 66.7% Although dipped slightly from previous year. The 7 disadvantaged children who didn't pass had specific SEND needs.</p>
Intended Outcome 2	<p>GLD EYFS</p> <p>Gap has narrowed between FSM6 and non FSM6</p> <p>2023 - FSM6 19% Non FSM6 76.5% 2024 - FSM6 25% Non FSM6 72.7% 2025 - FSM6 50% Non FSM6 52.9%</p> <p>There are improved outcomes for phonics in Yr 1 for disadvantaged children with the gap narrowing between Disadvantaged and non disadvantaged children.</p> <p>KS2 data</p> <p>The gap between Disadvantaged and non Disadvantaged has narrowed in reading</p> <p>2024 - 16.9 2025 - 13.0</p> <p>Writing</p> <p>Disadvantaged children did better than non Disadvantaged in 2024</p> <p>Maths</p> <p>The gap between Disadvantaged and non Disadvantaged has narrowed</p> <p>2024 - 6.5 2025 - 4.6</p>
Intended Outcome 3	<p>EYFS</p> <p>KS2 data Reading</p> <p>The gap between Disadvantaged and non Disadvantaged has narrowed in reading</p> <p>2024 - 16.9 2025 - 13.0</p>
Intended outcome 4 - 6	See evaluation column

Further information (optional)

School therapy dog to support emotional needs