



Overton St Helen's CE Primary School

Surrounded by God, we inspire hearts and minds through learning, faith and love.

*'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven'
(Matthew 5: 16)*

Pupil Premium Strategy Statement

This statement outlines our school's use of funding to help improve the attainment of our disadvantaged pupils. It details our pupil premium strategy, how we intend to spend the funding in this academic year (2026/27) and the effect last year's spending had within our school.

School Overview

Details	Data
Number of pupils in school	159
Proportion (%) of pupil premium eligible pupils	16% (26 pupils) with an additional 11% (18 pupils) who qualify for FSM under new expanded criteria.
Academic year that our current pupil premium strategy plan covers (3 year plans are recommended).	2024-2027
Date this statement was published	October 2026
Date when it will be reviewed	October 2027
Statement authorised by	Joanne Easthope
Pupil Premium Lead	Joanne Easthope
Governor Lead	Tim Wingate

Funding

Details	Amount
Pupil Premium allocation this academic year (2026/27)	£41,020.
Pupil Premium carried forward from previous years	£0
Total funding for this academic year (2026/27)	£41,020.

Statement of Intent

In line with our school Christian Vision, we believe all children regardless of background and circumstance, have the right to thrive and achieve their potential; they have unique and individual lights that should shine brightly. Some children are at a disadvantage due to many outside factors and so additional support, care and time is needed to ensure their lights shine too.

We also recognise that a number of pupils within school, some of whom are not eligible for pupil premium funding, may at some point during their time at Overton be vulnerable and also require this additional support. The school considers all pupils who have additional educational needs and strives to ensure all can access the curriculum and learn to the best of their abilities without external circumstances jeopardising this.

We use an approach that focusses on high quality teaching and learning, targeted academic support, a graduated approach to intervention, provision of a varied and engaging curriculum and partnership with external agencies to provide additional mental health support and advice.

Challenges at Overton

1	Levels of parental engagement with school for disadvantaged pupils, is generally lower (due to many factors) which leads to less support for learning at home and a disconnect between the two that jeopardises pupil progress and attitudes to school.
2	Adverse childhood experiences result in disadvantaged pupils being less able to focus on school work and can cause dysregulated emotions that affect behaviour.
3	There is a direct correlation between pupils with lower attendance and those living with disadvantage.
4	SEND is more challenging for those pupils with disadvantage than non-disadvantage – they have lower levels of resilience that can mean they shy away from academic challenge.

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
1	Ensure pupils with PP funding are making good progress across the curriculum, from their starting points.	Data from assessments made at each milestone through school (GLD, Phonics, MTCs, KS2) show that disadvantaged pupil achievement is comparable to non-disadvantage pupils and that their progress measures at the end of KS2 are good.
2	Where needed, ensure the wellbeing of disadvantaged pupils is supported where necessary by adults in school and external partner agencies, to address any emotional barriers to learning.	Disadvantaged pupils have positive, trusting relationships with adults in school and for those who require additional support, external partnership agencies are engaged.
3	Monitor attendance figures at monthly intervals for all pupils with specific focus on disadvantaged pupils, taking quick action to engage with parents and support any barriers to regular and healthy attendance in school.	Attendance figures for disadvantaged pupils are comparable to non-disadvantaged and where not, families are engaging with school to improve this.
4	Where disadvantaged pupils also have SEND, through the IPP regular review process, set realistic targets that can be achieved without over-reliance on circumstances that are outside of the school's control.	SEND disadvantaged pupils are making positive progress from their starting points – this is highlighted through internal tracking using PIVATS

Activity and Spending in this Academic Year

The following information details how our pupil premium funding will be spent in relation to addressing the above challenges this year.

Teaching CPD: £5200			
Activity	Evidence/research that supports this approach	Challenges addressed	Intended outcomes
CPD for teaching and support-teaching staff:	Using Pupil Premium; Guidance for School Leaders: <i>'Evidence such as that from EEF shows that approaches that support high-quality teaching can</i>	2, 4	1,4

- systematic teaching and learning of spelling using Red Rose Letters and Sounds - Inclusion Hub training on supporting SEMH challenges - SEND strategies to support pupils with ASC, ADHD - staff supervision	<i>be particularly effective at accelerating the progress of disadvantaged pupils'</i> SEND Code of Practise: <i>..the framework establishes that high-quality teaching—underpinned by targeted staff professional development—is the primary mechanism for supporting pupils with SEMH needs.</i>		
---	--	--	--

Targeted Academic and Pastoral Support: £33,320

Activity	Evidence/research that supports this approach	Challenges addressed	Intended outcomes
Targeted academic provision and adult support to provide the following: - Bucket time in YR to develop C&L capabilities - TA support in YR on 1:1 basis for pupils with SEMH needs - Y1, Y3 sensory circuits to allow times for sensory movement breaks - phonics interventions in Y1 and Y2 - KS2 Precision teaching of times tables and core-foundational skills in maths - Class learning resource for UKS2 which uses immediate AFL feedback to provide lessons in Maths and GPS matched to individual ability creating challenge without threat for less resilient learners.	Core Principles Supported by EEF Research: • <i>Explicit Instruction: Clear, teacher-led steps, modelling, and guided practice match Precision Teaching's direct approach to skill gaps.</i> • <i>Frequent Monitoring: Short, regular diagnostic checks help track small steps in progress and adapt intervention intensity.</i> • <i>Targeted Academic Support: One-to-one or small-group targeted sessions show strong positive impacts when matched to precise student needs.</i> • <i>Scaffolding: Breaking down tasks into manageable components aids pupils with special educational needs (SEND).</i> DfE publication Behavioural and social communication interventions for children with SEMH needs: <i>"Physical activity interventions were found to have a positive impact on reducing challenging behaviour and improving self-regulation... [and] activity schedules were found to improve on-task behaviour, transitions, and task completion"</i> The official UK Department for Education (DfE) and cross-governmental strategy guidance provide clear support for the theory that enduring relationships with trusted adults and shared positive experiences buffer the effects of economic and social adversity.	1,2,4	1,2,4

Wider Strategies: £2500

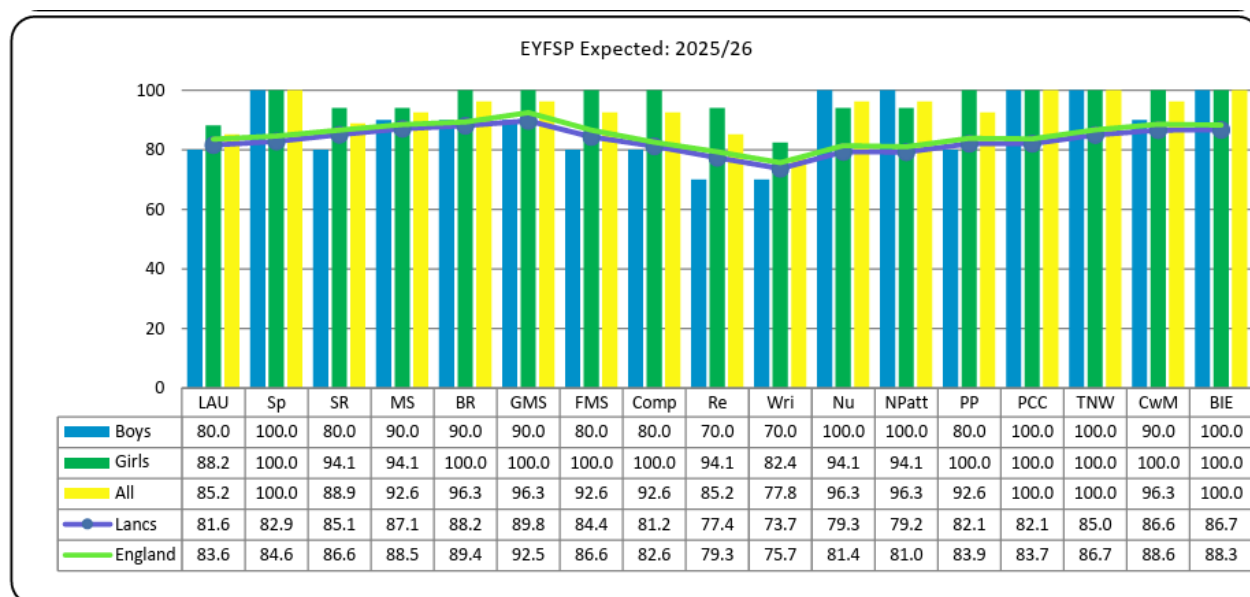
Activity	Evidence/research that supports this approach	Challenges addressed	Intended outcomes
Strategies related to attendance, pastoral support, parental-engagement, behaviour and well-being: - engagement with MHST practitioners, facilitating parent workshops and	DfE Review of Best Practice in Parent Engagement: <i>"Parental engagement has a large and positive effect on children's learning... Programmes can have an impact on how well children bond with school staff, and how involved they become with the school."</i> Working Together to Improve School Attendance: <i>"attendance is everyone's business" and outlines a "support-first approach"</i>	1,2,3	2,3

support in addition to individual pupil support - attendance monitoring and support including parent conferences - outside agency partnership - fair access to enrichment opportunities (trips and experiences)	DfE Enrichment Framework for Schools: <i>"Enrichment should be a core part of school and college life, available to all pupils rather than the privileged few, and help children and young people leave education with the skills and confidence to thrive."</i> EEF research: "... well supported enrichment activities have the potential to improve children's academic and non-cognitive outcomes."		
--	---	--	--

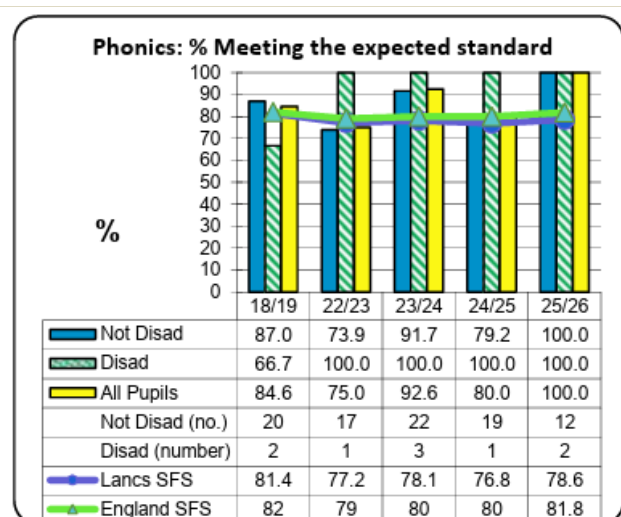
Review of Outcomes in the previous academic year

The below illustrations are taken from the schools IDSR (Inspection Data Summary Report) and Lancashire LSIP (Lancashire Schools Information Profile) based on achievement of disadvantaged pupils at all phases in school in 2025/26.

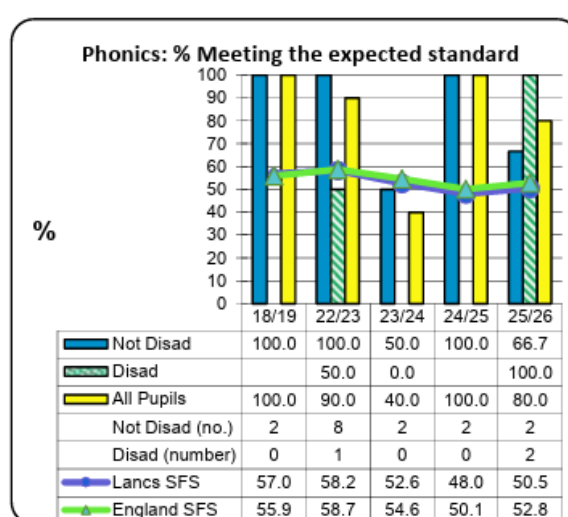
GLD Outcomes at end EYFS for all pupils



Phonics outcomes at end of Year 1



Phonics outcomes at end of Year 2



Year 4 MTCs (Maths Timetables Check) outcomes
(Pending publication in external reports)

School Av Score: 21

Disadvantaged av score: 19.4

Non-disadvantaged score: 22.1

Combined Reading, Writing and Maths outcomes at end KS2 for Disadvantaged pupils

Year	Cohort	School	Vs national disadvantaged	
			Average	Banding
3-year	23	39%	47%	Close to average (non-sig)
2026	9	44%	49%	Close to average (non-sig)
2025	7	43%	47%	Close to average (non-sig)
2024	7	29%	46%	Below (non-sig)

Reading

Year	Cohort	School	Vs national disadvantaged	
			Average	Banding
3-year	23	52%	63%	Below (non-sig)
2026	9	44%	63%	Below (non-sig)
2025	7	57%	63%	Close to average (non-sig)
2024	7	57%	62%	Close to average (non-sig)

Writing

Year	Cohort	School	Vs national disadvantaged	
			Average	Banding
3-year	23	57%	59%	Close to average (non-sig)
2026	9	56%	60%	Close to average (non-sig)
2025	7	57%	59%	Close to average (non-sig)
2024	7	57%	58%	Close to average (non-sig)

Maths

Year	Cohort	School	Vs national disadvantaged	
			Average	Banding
3-year	23	39%	61%	Below (sig-)
2026	9	44%	62%	Below (non-sig)
2025	7	43%	61%	Below (non-sig)
2024	7	29%	59%	Below (non-sig)

Progress Measures for Disadvantaged pupils in reading, writing and maths from KS1 to KS2

	Versus national average			
	2022	2023	2026	3-year average
Reading progress	Above (non-sig)	Above (non-sig)	Above (non-sig)	Above (sig+)
Writing progress	Above (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)
Maths progress	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)