

Pupil premium strategy statement – Milnthorpe Primary School – December 2025

This statement details our school's use of pupil premium (and recovery premium for the 2025-2026 academic year) 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	Milnthorpe Primary School
Number of pupils in school	Autumn term 2025 Rec-Y6 152 Nursery 18
Proportion (%) of pupil premium eligible pupils	Rec-Y6 22 children Pupil premium/ever6 12.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	18/12/25
Date on which it will be reviewed	1/10/26
Statement authorised by	Paul Macfarlane
Pupil premium lead	Paul Macfarlane
Governor / Trustee lead	Jayne Aynsley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31815
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	£31815

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for disadvantaged pupils are:

That they make similar progress to their peers from similar starting points and achieve learning outcomes in line with or better than national outcomes.

That they have achieve good levels of social skills and interaction with their peer groups.

That they have greater levels of independence when working in class

That they have high levels of participation in school events and activities (attendance at events/trips/clubs).

Our current pupil premium plan supports children by providing targeted interventions to provide one to one support and small group work; professional development of staff; provision of play therapy to aid mental health – these strategies support our objectives.

The key principles of our strategy are to provide additional staff and to invest in staff development – particularly around intervention strategies, mental health awareness and support.

Ultimately to provide rounded education and characteristics that lead to successful employment opportunities in the future for all children.

Challenges

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

Challenge number	Detail of challenge
1	Combination of barriers including additional SEN needs (2 pupils)
2	Emotional difficulties including poor self-esteem
3	Limited self-help skills
4	Children enter Nursery and Reception with aspects of development that are below age-related expectations, in particular: communication and language, understanding, speech, maths (number and space, shape/measures), emotional development and physical development.

5	Some pupils come from homes that are not always able to support a positive reading culture and do not have easy access to quality books and reading environments. This in turn impacts on reading and writing.
6	Some pupils do not have access to additional opportunities

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
Disadvantaged children making similar progress to their peers (nationally) from similar starting points	In-year progress of disadvantaged pupils to be in-line with peers. Evidence of gap closure
Greater levels of independence when working in class	Increased engagement and independent access to the curriculum of disadvantaged pupils. Reduced reliance on adult support to meet learning objectives.
Improved social skills and interaction with peer group.	Improved self-esteem, attitude and engagement of disadvantaged pupils.
Increased levels of participation in school events and activities (attendance at events/trips/clubs)	Increased participation having led to increased pupil engagement and progress. Improved outlook and self-esteem.

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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Increased the time within every school day dedicated to phonics and the teaching of reading (TA support additional hours)</i>	Sustain full implementation of reading framework to support all pupils including disadvantaged	1,4,5
<i>Structured teaching assistant hours to provide one to one support to meet individual learning needs</i>	DFE research published November 2015 <i>Supporting the attainment of disadvantaged pupils. Briefing for school, leaders and governors</i>	1,3,4,5,7
<i>CPD teachers and teaching assistants</i>	Teacher development trust <i>Why is CPD so important?</i>	1,2,3,4,5,6,7

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

Budgeted cost: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Increased teaching assistant hours to provide one to one support to meet individual learning needs – provision of ‘one to one’ interventions.</i>	In school observation of progress of targeted interventions such as ELSA, WellComm and Drawing Club	1,3,4,5,7

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provision of 'kids safe'</i>	Nationally recognised organisation and programme supporting children's safety and well-being.	2
<i>Purchase of IT based learning packages</i>	Increased engagement of boys with learning.	1,3,4,5,7
<i>Funding of additional sports provision, clubs and attendance on trips and visits.</i>	All children able to attend all visits and residential activities. Children seen to benefit emotionally and increase confidence through attendance.	2,6
<i>Funding to support participation in music, dance and cultural activities and events.</i>	All children able to study a musical instrument. Broad range of evidence in support of learning a musical instrument improving a wide range of developmental advantages.	2,6

Total budgeted cost: £ 33,000

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.

Assessment of pupil outcomes and benchmark against national averages. This year's results indicated that the overall performance was again well-above national averages in maths, reading and writing at the end of Year 6.

In terms of disadvantaged pupils the outcomes were as follows:

Writing: 89% at expected levels. Reading 100% at expected. Maths 94% at expected.

All children in Year 4 undertook the times tables assessment.

Phonics testing in Year 1 – 74% achieved the expected level overall. 100% of pupil premium children achieved expected outcomes. This is a small cohort.

KS1 outcomes for disadvantaged children was as follows:

Writing 50% at expected levels. Reading 75% at expected levels. Maths 75% at expected levels.

Pupil Premium Strategies

- Introduce Drawing Club and join 'Moving the Box' project to close gap in children's interactions with adults in support of reading and communication. (targeted at disadvantaged chn). Need highlighted at Pupil Premium Conference. Research led to suggest huge deficit of adult interactions for disadvantaged children prior to attending school.
- EYFS – regular visits to Hartland House Old people's Home – to increase interaction with adults in support of reading and communication. (Whole class Nursery) Research led to suggest huge deficit of adult interactions for disadvantaged children prior to attending school.
- Focused questions and feedback in lessons. All teachers aware of disadvantaged pupils in class and target at least one question daily in English and maths to support. Teachers also provide at least one piece of verbal feedback during English and maths to specific disadvantaged chn.
- Disadvantaged children's work to be marked first.

- Running club specifically targeted at disadvantaged children. (offered first).
- Financial support provided to families to support attendance at extra-curricular activities and trips.
- Kidsafe lessons to support pupil welfare. (particular need of disadvantaged chn)
- Targeted support of TA's to support disadvantaged children.
- Extra-curricular clubs – provided by staff – (priority to PP children)
- Curriculum enrichment – support for music tuition (guitar and flute)
- Reading buddies (year 6 and year 1) – Older children acting as reading role models
- Pastoral support – Jayne Gladwin – ad hoc support for social issues
- Mental health focus – Jayne Gladwin
- Attendance of disadvantaged children monitored
- Data analysis and half-termly progress meetings. (specific questions and analysis of PP chn)
- Play therapist/counsellor – Targeted support for pupils with pastoral/social/home life issues
- Head Teacher support – weekly focus group maths and English (Predominantly Y6)
- Breakfast maths club Year 6 (targeted PP plus additional)
- After school homework club year 6 (all children)
- Supported transition to secondary schools. (targeted pupils including pp – where necessary). Additional visits and provision of key member of Dallam staff to support.