

# Pupil premium strategy statement – Dalton St. Michael's CE Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	62
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2028
Statement authorised by	Iain Attkins
Pupil premium lead	Iain Attkins
Governor / Trustee lead	Saartje Van Walbeek

## 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
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£27,270

## Part A: Pupil premium strategy plan

### Statement of intent

Our school is a small rural primary situated on the edge of Skelmersdale, serving a diverse community where roughly half of pupils come from areas of high deprivation while the other half come from more affluent backgrounds. This creates a unique profile of need, with significant variation in early experiences, vocabulary exposure, and home learning support.

Our Pupil Premium strategy is focused on ensuring equitable access to high-quality teaching, targeted academic support, and strong pastoral provision. Due to our small size and mixed-age classes, the majority of Pupil Premium funding is spent on staffing to maintain smaller group sizes, responsive feedback, and targeted interventions during the school day.

We aim to close attainment gaps, improve attendance, strengthen emotional wellbeing, and ensure all disadvantaged pupils have access to enrichment and wider curriculum experiences.

### Challenges

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

Challenge number	Detail of challenge
1	<i>Early language gaps – Some pupils, particularly those from deprived backgrounds, enter school with limited vocabulary and underdeveloped communication skills.</i>
2	<i>High cohort variation – Small mixed-age class create significant variation in need, requiring flexible staffing</i>
3	<i>SEMH – A notable proportion of disadvantaged pupils require additional emotional regulation support and pastoral input</i>
4	<i>Attendance and punctuality – Some disadvantaged pupils have lower than average attendance</i>
5	<i>Access to enrichment 0 Cost can be a barrier to trips and wrap around care</i>

## 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 progress in reading, writing, and maths for disadvantaged pupils.	Data, that is collected nationally, will be broadly in line with national average
Narrowing early language gaps in EYFS and KS1.	Children who start in our Early Years below average for their communication skills will attain the ELG for Communication and Language
Improved emotional wellbeing and behaviour.	Children can identify more feelings and what these feelings look like. Children are happier in school and are able to articulate their feelings to adults. They also are able to ask for help when they are feeling a certain emotion (e.g. upset or anger)
Improved attendance of disadvantaged pupils (target $\geq 95\%$ ).	The attendance for disadvantaged children will be approximately 95%
Increased participation in enrichment and wider opportunities.	Children are more engaged with wider opportunities in school. These could include sporting competitions, after school clubs or clubs during the school day.

## 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: £ 6,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Membership to CPD Associations (SHARES)	<b>EEF Guidance</b> Effective Professional Development – Education Endowment Foundation Research shows that supporting high-quality teaching is crucial for improving pupil	1,2,4

	<p>outcomes. High-quality teaching is one of the most effective ways to close the disadvantage gap.</p> <p><b>DfE – Pupil Premium</b>  DfE Guidance – Pupil Premium  Evidence indicates that pupil premium funding has the greatest impact when schools adopt a tiered approach, focusing on three key areas. A major priority should be investing in high-quality teaching, such as through teacher training and professional development.</p> <p>Shares offers CPD for all aspects of the Curriculum, but especially in SEN with an SEN specialist</p>	
<p>Online Subscriptions  Times Tables Rockstars,  Numbots and EdShed</p>	<p><b>Improved Multiplication Fluency</b>  A school-based evaluation at Hoxton Garden Primary (KS2, high disadvantage cohort) found that pupils using TTRS three times weekly made significant gains in recall speed and accuracy compared to peers using traditional methods.</p> <p><b>Alignment with National Assessment</b>  TTRS includes features mirroring the Year 4 Multiplication Tables Check (MTC), helping familiarise pupils with the format and improving readiness.</p> <p><b>Engaging, Gamified Design</b>  The app’s appeal lies in its use of avatars, rewards, and competitions within teacher-assigned challenges—keeping pupils motivated and willing to practise.</p> <p><b>EdShed</b>  EdShed enhances disadvantaged pupils’ spelling by combining systematic teaching, diagnostic insights, adaptive learning, engaging activities, and effective data-informed support—creating an environment where every child can build confidence and competence in spelling.</p>	1,2,3
<p>Ongoing Phonics CPD, especially for new staff</p>	<p>Research from the Education Endowment Foundation shows that teaching phonics</p>	

	<p>using a clear, structured approach can significantly improve early reading skills, especially for disadvantaged children.</p> <p>Phonics lessons should help children link the sounds they hear in words to the letters and patterns used to spell them. Teaching should match each child's current ability with sounds and letters.</p> <p>Phonics mainly improves reading accuracy, but not comprehension. To develop strong readers, schools also need to teach vocabulary, spelling, and comprehension skills explicitly.</p>	
Teaching Assistants in each class	<p><b>EEF Guidance: Effective Use of Teaching Assistants</b></p> <p>Research shows that when teaching assistants (TAs) deliver targeted interventions in one-to-one or small-group settings, pupils typically make an additional three to four months of progress. However, these gains only occur when TAs work in structured environments with high-quality training and support. In contrast, deploying TAs in informal, unstructured roles without adequate guidance can negatively affect pupil outcomes.</p>	1,2,3

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

Budgeted cost: £12,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Communication Programmes</i>	<p><b>Evidence on WellComm and Early Communication</b></p> <p>The Education Endowment Foundation (EEF) highlights the importance of structured, targeted approaches to improve</p>	1,2

	<p>early language skills. WellComm is recognised as a validated screening and intervention toolkit for children aged 6 months to 6 years, with strong evidence of reliability and sensitivity in identifying speech and language delays. Research shows that early screening combined with focused group interventions leads to measurable improvements in communication and language development. This aligns with EEF guidance that high-quality, structured support is essential for closing gaps in early language, a key driver of later attainment.</p>	
<p><i>Teaching Assistants completing individual/small group intervention</i></p>	<p>EEF evidence indicates that mastery learning can accelerate progress by an average of five months. This approach breaks subject content into units with clear objectives and outcomes. Pupils must demonstrate mastery of each unit before moving on. Those who need additional support receive targeted interventions such as intensive teaching, tutoring, peer-assisted learning, small group discussions, or extra homework. This cycle continues until mastery is achieved.</p> <p>Small group tuition complements mastery learning by reinforcing key concepts. According to EEF, small group tuition typically adds around four months of progress over a year. It is most effective when tailored to pupils' specific needs, identified through diagnostic assessment. While one-to-one tuition is also effective, small group teaching offers greater cost efficiency, making it a valuable strategy for closing attainment gaps.</p>	

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

Budgeted cost: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Breakfast Club Cost</i>	<p><b>DfE evaluations</b> show breakfast clubs improve <b>punctuality and overall attendance</b>, especially in schools with high deprivation.</p> <p><b>Case studies</b> report that free, inclusive breakfast provision encourages children to arrive on time and reduces barriers to attendance.</p> <p><b>University research</b> highlights social benefits: children in breakfast clubs feel more integrated, have better relationships with peers and teachers, and show improved motivation and readiness for learning.</p> <p><b>Magic Breakfast reports</b> confirm that pupils attending breakfast clubs are more eager to attend school, with measurable improvements in punctuality and attendance.</p>	1-5
<i>WLSP ASC</i>	<p><b>Sports Clubs and Wider Opportunities</b></p> <p>EEF evidence suggests that participation in structured physical activity, including sports clubs, can lead to improved engagement and modest academic benefits (around <b>+2 months' progress</b> when combined with short, structured teaching). Beyond attainment, sports-based activities are linked to <b>better attendance, motivation, confidence, teamwork, and aspiration</b>, particularly for disadvantaged pupils. Programmes such as the Children's University, which include sports and cultural activities, have demonstrated positive impacts on both academic outcomes and wider personal development.</p>	5
<i>Transport</i>	Subsidising transport costs enables more children to participate in activities through school. Subsidised transport has enabled school to participate in competitions at Liverpool's Academy and for transport for swimming lessons	4,5

**Total budgeted cost: £27270**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Small numbers in cohorts mean that often data can be skewed and the validity of it can be questioned. However, disadvantaged children, on the whole, performed as well as other groups of children in statutory data points. In December 2025 33% of disadvantaged children are on track in all areas, with 61% on track in at least one area. 20% of disadvantaged children are working at greater depth in at least one area. Generally 54% of disadvantaged children are on track in Maths. These figures have raised since July 2025.

Attendance for disadvantaged pupils is marginally greater than that for children who are not disadvantaged.

The target from the previous Pupil Premium Strategy has been incorporated into the current Pupil Premium Strategy due to it not being met: language skills on entry in the EYFS.