Aughton Town Green Primary School Pupil Premium Strategy Statement 2025 to 2028

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	Aughton Town Green Primary School
Number of pupils in school	305
Proportion (%) of pupil premium eligible pupils	September 2026 - 29 children or 11% of school (funding from previous census had 40 children – 12%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025/2026 to 2027/28
Date this statement was published/updated	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Nick Huxley Headteacher
Pupil premium lead	Nick Huxley Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,940.00 (PP-£63550, PPplus-£5380, PPG out of county-£1650, service child-£360)
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	£1,943,927

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Government figures suggest that the performance of pupils who are eligible for Free School Meals can fall below that of pupils who are not eligible for Free School Meals at the end of all key stages, both nationally and in Lancashire. In order to help narrow the attainment gap, central government has identified funding to help raise the achievement of pupils who are eligible for Free School Meals through the Pupil Premium and those children that were affected most negatively during the pandemic through the Recovery Premium.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils. As such, a focus year group for Town Green is our current Year 6 cohort who missed early learning opportunities in reception and Year 1 due to the Covid Pandemic. This cohort needs significant support.

Our approach will also consider our children's mental health and wellbeing. As a result of this, we will develop further our wellbeing curriculum and ensure that children are supported when needed.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Additionally, evidence shows that children from disadvantaged backgrounds do not attain or achieve as highly as their non-disadvantaged peers in both **Maths and English.**
2	Assessments, observations, and discussions with pupils indicate underdeveloped **oral language skills and vocabulary gaps** among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Our observations and discussions with pupils and families have identified **social and emotional issues** for many pupils, notably due to a lack of routine, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support markedly increased during and after the pandemic. Numerous children in School (a number of whom are disadvantaged) currently require additional support with social and emotional needs either individually or in small groups. These groups are delivered by Teaching Assistants.
4	Our assessments show that the most significant year group in terms of 'catch-up' following the pandemic is our current Year 6 cohort who **entered our school in Reception in school year 2020/21**. Our assessments show that this cohort have been significantly affected by the lockdowns they encountered in both Reception and Year 1 and is in need of significant support. This year group also has a large number of children eligible for the Pupil Premium, **there are 7 children in autumn 2026.** This approximately a quarter (25%) of children eligible for Pupil Premium at Town Green.
5	Our observations and discussions with pupils and parents have identified that some families need monetary support in providing their children with uniform, After School Club places, trips and residentials.
6	Attendance of children in receipt of Pupil Premium is often lower than other groups. Good attendance is key to ensuring progress of our children and therefore it is vital that children 'want' to come to school every day.

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 outcomes for all pupils in phonics, particularly those pupil premium children in Years 1 & 2 against end of year Phonics Screener.	**80% + of year 1 children to consistently achieve the end of Year 1 Phonics Standard** in the end of year Phonics Screen. Children in receipt of Pupil Premium in Y1 & Y2 that have not yet met the phonics screen to achieve the standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons and ongoing formative assessment. **Additionally, we will examine the speaking and listening & attention ELG's in the Early Years Foundation Stage Baseline** for all our EYFS children.
Improved reading attainment among disadvantaged pupils.	**End of Primary School Y6 reading outcomes of Pupil Premium children are similar to non-disadvantaged children.** Standards/comparisons are similar in all other year groups.
Improved maths attainment among disadvantaged pupils.	**End of Primary School Y6 maths outcomes of Pupil Premium children are similar to non-disadvantaged children.** Standards/comparisons are similar in all other year groups.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	**Provide support and training for staff that deliver well-being, social and emotional support for children.** **Develop the Nurture Room to accommodate the needs of children.** Ensure clear communication between staff, SENCo, parents and children. Provide time and space to support mental health needs of children, both disadvantaged and non-disadvantaged.
To enable our significant need cohort, (currently Year 6 children) including those disadvantaged and non-disadvantaged children, to make better than expected progress so that a greater	**End of Year 5 results for Reading, Writing and Maths, show that this cohort have made progress in the individual subjects compared to their end of Year 2 (SATs) standards.** This needs to continue as children go to Year 6.

percentage of children reach the end of year expectations.	
Pupil Premium children at Town Green will be able to attend trips, residentials, extra-curricular activities and before and after school provision.	**Children, and their parents/families, will be supported financially** so that they can attend extra-curricular events as appropriate. The school will have individual conversations with parents as and when necessary.

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: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The subscription to the Maths Mastery Scheme Red Rose Maths to secure stronger maths results for all our pupils.	The Mastery approach to teaching and learning in mathematics is supported by DFE as studies have seen improved understanding of concepts and improved attitudes to mathematics. This will particularly support our disadvantaged learners.	1, 2
Continued staff training to ensure that the scheme and maths initiatives are delivered appropriately. There will be ongoing costs associated to Red Rose, KS1 Mastering Number, EYFS maths and Times Tables training for many of the school's Teachers and Support Assistants.	The Mastery approach to teaching and learning in mathematics is supported by DFE as studies have seen improved understanding of concepts and improved attitudes to mathematics. Numerous staff will receive training from LCC maths consultants on a regular basis. Red Rose, KS1 Mastering Number, EYFS maths and Times Tables training are all planned through the year. The School is committed NCETM North West Mastery Hub and has numerous members of staff attending training opportunities.	1, 2
Staff at Town Green to engage with the	The NCETM Mastering number programme has been seen to	1, 2

National Centre of Excellence in Teaching Mathematics (NCETM) and support both the 'development programme' and the 'mastering number' programme.	significantly improve children's ability in addition and subtraction problem solving. All of our Reception and Key Stage 1 Pupil premium children will access the programme. NCETM advisors will support our teachers in delivery the mastery scheme throughout the year.	
Significant teaching support in terms of personnel will be put into our Year 6 cohort to enable our children, disadvantaged and non-disadvantaged, to make better than expected progress. As such, significant additional Teaching Assistant Support has been put into these year groups.	High quality teaching is the single biggest factor for enhanced pupil progress. Our Year 6 cohort has been affected significantly by the national lockdown and has also the biggest percentage of pupil premium children in the school – ¼ of the PP population.	4, 1, 2
Teaching Assistants roles in the School will include the delivery of well-being sessions in the School's Tree Tops Room (nurture room.) A significant number of Pupil Premium children are supported through this initiative.	Provide time and space to support mental health needs of children, both disadvantaged and non-disadvantaged. Evidence shows that happy, positive and emotionally secure children lead to stronger outcomes academically.	3, 4
A HLTA employed to support Pupil Premium children's needs in our reception class. Reception children given targeted, timetabled time and support from HLTA in class.	Early Years children in receipt of the Pupil Premium often have greater needs in the areas of communication, limited vocabulary, phonics development and reading skills. Individual support for children will positively impact on the children's achievement. Children will be assessed through the year.	2, 1

A HLTA to be employed to support Pupil Premium children's needs in our KS1 classes. A number of Y1 & Y2 children will benefit from additional support with their early reading and phonics.	Children in receipt of the Pupil Premium will receive individual and group support with their early phonics and reading as a result of additional HLTA support in the age phase. Progress will be tracked through the year and assessments at the end of the year measured against non PP children.	1, 2

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

Budgeted cost: £40,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a part time Teacher using the Pupil Premium fund to support some of our Y6 children, including appropriate Pupil Premium children, in additional maths and reading sessions through the year.	In 2023/24, 100% of children (6 pupils) met the expected standard in Reading & Maths. 67% met the standard in Writing. In 2024/25, 100% of children (6 pupils) met the expected standard in writing. 83% (5 of 6 pupils) met the standard in reading and maths. In 2025/26, 25% of children (2 of 8 pupils) met the expected standard in writing. 25% (2 of 8 pupils) met the standard in reading and 37.5% (3 of 8) met the standards in maths. Results are cohort specific.	1
Catch up maths groups for our Pupil Premium children will be put into place from autumn 2026 to support identified gaps in learning. Percentage of HLTA's salary used to support initiatives.	High quality teaching is the single biggest factor for enhanced pupil progress. We feel 'pre-teaching' and 'catch-up' in certain areas additionally outside of the mastery maths lesson will support groups and help them make accelerated progress through the year.	1, 2

Additional teaching support needed to teach our Mastery Maths scheme in our split Y1/2, Y3/4 & Y5/6 classes. Teacher's and HLTA's employed to support this teaching in mixed age classes. Percentage of teacher's and HLTA's salary used to facilitate the catch-up sessions.	High quality teaching is the single biggest factor for enhanced pupil progress. A large number of our Pupil Premium children will directly benefit daily from this approach to teaching and learning mathematics. Results will improve as a result of smaller group dynamics for children in receipt of pupil premium.	1, 2, 4

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

Budgeted cost: £6000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of a Nurture 'Tree Tops' Room to ensure children's well-being needs are met. This includes the purchase of furniture and resources.	Positive Well Being is essential for children to achieve well in all areas – including academically. A significant number of children in receipt of Pupil Premium will receive Well Being support in the school's Nurture Room.	3, 4, 2
Percentage of TA's and HLTA's salary used to facilitate Well Being Sessions in our Tree Tops room.	A significant number of children in receipt of Pupil Premium will receive Well Being support in the school's Nurture Room. Sessions include group discussions, lego therapy and 'time out' activities.	3, 4, 2
Incentivise good attendance in school by purchasing rewards for children for excellent attendance.	Ensuring good attendance for children in receipt of Pupil Premium will support their progress in all areas of the curriculum and help them to fulfil their potential.	3, 6

At Town Green we will support our Pupil Premium families in ensuring that children are able to attend all appropriate enrichment activities. Money will be made available for this initiative and we will discuss with individual families.	Positive Well Being is essential for children to achieve well in all areas – including academically. It is important that all children are able to attend trips, residentials and the like. Where appropriate, we will support our families financially with 'wrap round' provision. We will ensure all Pupil Premium families are able to access school uniform. A significant number of children in receipt of Pupil Premium will receive	5

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 over the last 3 years, as well as the 2025 to 2026 academic year.

End of key stage assessment, SATs results, in Year 6 for disadvantaged pupils have been generally very positive over the last 3 years.

The chart below shows our Y6 disadvantaged children's data for Reading, Writing anf Maths combined.

			Vs national disadvantaged		Vs national non-disadvantaged		
Year	Cohort	School	Average	Band	Average	Gap	Gap Trend
3-year	20	50%	47%	Close to average (non-sig)	69%	-19	Not applicable
2026	7	14%	49%	Below (non-sig)	70%	-56	Widening
2025	7	71%	47%	Above (non-sig)	69%	2	Positive gap
2024	6	67%	46%	Above (non-sig)	67%	-1	Not available

There were 7 Y6 Pupil Premium children in 2026. 1 child, 14%, attained the expected standard in Writing. 2 of the children, 29%, attained the standard in Reading and Maths. Results are cohort specific; with results over the last 3 years generally very positive.

2 of the 3 children in receipt of Pupil Premium in reception attained a Good Level of development in June 2026. This demonstrates good progress made in the Foundation Stage.

1 PP child in Year 1 did not achieve the Phonics Screen and will continue to work towards in Year 2.

4 PP children who arrived at our school in Year 2 without achieving the screener all attained the required standard after additional support through the year.

1 out of 2 children in receipt of Pupil Premium attained a 'good level/pass' in the Times table Screener. Further support will be given to support those children that did not achieve.

Progress of children in receipt of Pupil Premium is tracked throughout school and interventions/support is given on a case-by-case basis.

Social and emotional needs of Pupil Premium children have been supported appropriately throughout school year 2025/26. 8 children who were in receipt of Pupil Premium funding in the last academic year, received counselling from a member of our pastoral support team on a regular basis last year. This was really appreciated by our parents and certainly impacted well on our children. This remains a priority in this school year.

Last year, 6 children, who were in receipt of pupil premium, were supported with costs towards their residential visits in either Year 5 or Year 6. All of these children gained much from their experiences. In addition to this, numerous children across the school were supported with costs towards their class trips.

Arrangements have been made with a number of our Pupil Premium families to reduce, or waive, costs for children to attend our Before and After School Clubs. A number of families have also been supported with uniform and PE kits.

We will continue to amend our priorities as the needs of our children change.