

Pupil premium strategy statement – Latchford St James CofE Primary School



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	183
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	December 2025 – December 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Andrew Hayes Headteacher
Pupil premium lead	Rhea Howard-Armitage
Governor / Trustee lead	Janice Rowlands

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,295
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£80,295

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to ensure that all pupils, regardless of background, achieve highly and develop the strong foundations needed for future success. We recognise that disadvantaged pupils in our school experience barriers that impact both their academic outcomes and their readiness to learn. Our strategy focuses on addressing these barriers through high-quality teaching, targeted intervention and effective pastoral support.

Current data shows a significant and widening attainment gap. Only 18% of disadvantaged pupils at our school achieved the expected standard in reading, writing and maths combined, compared with 69% of non-disadvantaged pupils nationally. This highlights an urgent need to strengthen provision across the school, particularly in the early years where the percentage of children achieving a Good Level of Development is significantly lower than predicted. Disadvantaged children enter Key Stage 1 with weaker foundations than their non-disadvantaged peers, and without strong early language, communication, reading and maths skills, these gaps persist and widen over time.

In addition, the SEMH needs of disadvantaged pupils continue to affect attendance, engagement and their ability to access classroom learning effectively. To address this, our strategy includes enhanced pastoral support, proactive SEMH intervention and approaches that build emotional readiness to learn.

Through a cohesive set of actions across teaching, targeted academic support and wider strategies, we aim to close the widening disadvantage gap, strengthen early foundations, improve outcomes in core subjects, and ensure that every pupil—particularly those who are disadvantaged—is equipped to thrive both academically and personally.

Challenges

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

Challenge number	Detail of challenge
1	18.2% of disadvantaged pupils across school are achieved RWM combined at the national standard at the end of KS2 in 2025
2	There is a significant number of disadvantaged children leaving EYFS without GLD; this is 10ppt lower than the national average and 8ppt lower than the local authority average
3	35% of our disadvantaged children have either previously or are currently receiving support from our school learning mentor or MHST (NHS) with

	recognising, managing and expressing their own emotions – the majority of this 35% are based in KS2.
4	50% of our KS1 disadvantaged children lack the strong foundations required for the achieve ARE at the end of KS1 and therefore are not fully prepared for the next stage of their education
5	A proportion of disadvantaged children lack wider cultural, recreational and curricular experiences which limits vocabulary, background knowledge and engagement with the curriculum (affects reading comprehension, topic learning and personal development).

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
Increased % of pupil premium children achieving RWM combined at the end of KS2 and in other KS2 classes	<p>% of disadvantaged children meeting ARE in RWM combined will increase to be broadly in-line with their non-disadvantaged peers and broadly in line with national expectations and local authority averages.</p> <p>Disadvantaged children with strong foundations barriers will be identified and will be supported through focussed interventions in order to support their learning.</p> <p>Teaching and learning in KS2 will be monitored to ensure it is inclusive for our disadvantaged children with SEND/Strong foundation's needs.</p> <p>Catch up sessions monitored to ensure rapid catch up takes place for those disadvantaged children with SEND/Strong foundations needs</p>
Higher percentage of disadvantaged pupils achieving GLD at the end of EYFS	<p>Disadvantaged children in EYFS to be identified and tracked throughout the year to ensure correct provision is in place to enable them to meet GLD by the end of EYFS</p> <p>% of disadvantaged pupils achieving GLD will be broadly in line with predicted GLD outcomes and reflected positively in the 'Compare your good level of development' document provided by the DfE. With % of children in line with both national and local authority averages</p>

	<p>High-quality teaching and targeted interventions (e.g., communication-rich provision, small-group phonics) show measurable impact on disadvantaged pupils' development.</p> <p>Learning walks and provision audits show improved accessibility, challenge, and scaffolding for disadvantaged pupils.</p>
<p>The attainment gap in Early Years will be reduced with disadvantaged pupils attaining GLD at a rate closer to their peers</p>	<p>Disadvantaged pupils demonstrate stronger outcomes particularly in the prime areas and key GLD predictors (Communication & Language, PSED, Literacy, Maths).</p> <p>High-quality teaching and targeted interventions (e.g., communication-rich provision, small-group phonics) show measurable impact on disadvantaged pupils' development.</p> <p>Learning walks and provision audits show improved accessibility, challenge, and scaffolding for disadvantaged pupils.</p>
<p>Pupils and their families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<p>Learning mentor/welfare officer/SENDCO to identify and support families and children to alleviate barriers to learning.</p> <p>Learning mentor to identify children for play therapy, gardening clubs, Nurture sessions. ELSA sessions to arranged.</p> <p>Pupil premium lead to support disadvantaged/vulnerable pupils – regular check ins, providing support / alleviating barriers to learning.</p> <p>Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported, and additional barriers alleviated where possible.</p> <p>Reduced numbers of children requiring external support from both the school learning mentor and MHST.</p>
<p>Higher percentage of disadvantaged children will access wider curriculum enrichments opportunities, extra- curricular clubs and attend school trips.</p> <p>Barriers for accessing school linked to cost of uniform, transport and school snacks and meals will be supported by school so the attendance of our disadvantaged children with attendance below 95% will increase.</p>	<p>30% more disadvantaged children will attend extra-curricular clubs with a noticeable increase in general participation in all clubs across the year</p> <p>School finance team will work together to reduce the cost of school trips and residential for disadvantaged children and their families.</p> <p>School will collate a bank of spare, good quality uniform to support families of</p>

	<p>disadvantaged children who have this as a barrier to attending school</p> <p>All disadvantaged children with below 95% attendance will receive the appropriate support from the wider school community to ensure increased attendance through the attendance management policy</p>
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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: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of robust assessment and tracking systems for foundational knowledge and skills Purchase of Insight & AirEducation	EEF – Metacognition & Feedback; High-Quality Teaching for All.	1, 2, 4
High-quality (balanced design): structured PD programme for reading, phonics and formative assessment using EEF Effective Professional Development mechanisms (coaching cycles, modelling, revisiting, action plans). Prioritise phonics ECF/ National Curriculum alignment; include termly coaching and peer observations.	EEF https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf A set focus on developing strong foundations through improved staff CPD to improve outcomes for pupils	1, 2, 4
Promote fluent written transcription skills by encouraging extensive and purposeful practice and	DfE Strong Foundations in the first years of school https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school	2

explicitly teaching spelling. (KS1) Little Wandle Handwriting Resources Letter Join Complete Comprehension scheme Y1 & Y2	school/strong-foundations-in-the-first-years-of-school	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £53,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Experienced teachers & Higher Level Teaching Assistants to teach small groups in Upper Key Stage 2	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>Small group tuition proven to have approximately on average impact of four months additional progress over the course of a year.</p>	1
Strategies and interventions by teachers and TAs will be put in place for PP children working below the expected standard in Communication and Language, Reading and Writing.	<p>EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/selecting-interventions</p> <ul style="list-style-type: none"> • Reading comp strategies: +6 months • Small group tuition: +4 months • Mastery learning: +5 months • Feedback: +6 months • Collaborative learning approaches: +5 months • Teaching assistant intervention: +4 months 	1, 2 7 4
Targeted, structured interventions to children across the whole school. Interventions to be planned, monitored and evaluated by Deputy Head and SENDCO. Structured interventions for Speech and Language support	<p>Provision of quality first teaching, delivery of consistent curriculum and effective challenge for children identified as needing to catch up.</p> <p>Clear strong foundation/SEND timetables in place for all support staff</p> <p>Y4/Y6 TA Y3/Y5 TA Y2 TA Y1 TA EYFS TA's</p> <p>1:1 reading opportunities for children- providing regular timetabled slots for them to read with an experienced TA 2-3 times each week.</p>	1, 2 & 4

Phonics lead to provide support in the implementation of Little Wandle for all staff. Little Wandle catch-up for disadvantaged/PA pupils in KS2	<p>https://www.littlewandle.org.uk/about-us/our-impact/</p> <p>School achieved 93% in phonics in Y1 last year and this was delivered by the phonics leader</p>	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £22,295

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH interventions ELSA training for our Learning Mentor Healing together training	<p>EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3
All disadvantaged children to be provided with the opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. Each year group will have extra curricular clubs available to them all year round.	<p>Report from the Social Mobility Commission https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf</p>	3
Subsidise after School Activities, Educational and Residential Visits	<p>DfE Blog https://naturalengland.blog.gov.uk/2023/05/16/children-nature-programme-the-importance-of-integrating-time-spent-in-nature-at-school/#:~:text=Across%20government%2C%20we%20share%20an, and%20improvements%20to%20school%20grounds.</p> <p>Educational visits, residential and extra curricular activities. Provide welfare packages for families including uniform, shoes, resources needed.</p>	5

	Evidence suggests that the cultural capital passed on through families helps children do better in school. The education system values the knowledge and ways of thinking developed by acquiring cultural capital, both abstract and formal	
Subsidise school uniform	DfE (19/11/21) “School uniform provides a sense of identity and community for children and young people, and should be a real source of pride. But it must never be a burden for parents or a barrier to pupils accessing education.	5

Total budgeted cost: £80,295

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Below are the school outcomes for all pupils vs disadvantaged pupils for GLD, Phonics and KS2 with comparisons to national and LA [percentages where possible]

Area of Assessment	School % 2024	School % 2025	National %	LA %
GLD (All)	40.7%	55%	71%	68.3%
GLD (DAP)	42.9%	50%	51.3%	
Phonics (All)	66.7%	93.1%	78.9%	84%
Phonics (DAP)	90.9%	77.8%	66.6%	71.1%
KS2 Reading (All)	62.1%	64%	75.8%	81.6%
KS2 Reading (DAP)		45.5%		71%
KS2 Writing (All)	65.5%	60%	72.6%	77%
KS2 Writing (DAP)		27.3%		64.4%
KS2 Maths (All)	79.3%	60%	74.6%	79.9%
KS2 Maths (DAP)		27.3%		66.4%

KS2 RWM Combined (All)	55.2%	52%	62.6%	68.5%	
KS2 RWM Combined (DAP)		18.2%		52.3%	

At the end of KS2 outcomes in reading, writing and maths are well below national and LA percentages with the RWM percentage for disadvantaged pupils sitting significantly below non-disadvantaged pupils and LA/National data. This is a key focus for next academic year as this needs to significantly improve.

Disadvantaged pupils performed well in their phonics assessments at the end of Year 1 with school's percentage being higher than both national and LA percentages for the second consecutive year.

Disadvantaged pupils leaving EYFS were broadly in line with non-disadvantaged pupils and the national percentages however we were 10ppt's below our predicted outcomes from the DfE Compare your GLD publication.

Attendance

Below is the summary of attendance data from the School IDSR for both non-disadvantaged and disadvantaged

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	155	95.9%	94.9%	Above	Relative improvement	-
2023/24	161	94.2%	94.5%	Close to average	In line	-
2022/23	153	93.8%	94.1%	Close to average	Relative decline	-

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	56	94.2%	92.6%	Above	Relative improvement	-
2023/24	57	92.6%	92.0%	Close to average	Relative improvement	-
2022/23	59	91.7%	91.6%	Close to average	Relative decline	-

Attendance is a core strength of our school for both disadvantaged and non-disadvantaged with all data being above national percentages.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Reading Plus	https://www.readingplus.com/
Letter Join	https://www.letterjoin.co.uk/
Little Wandle	https://www.littlewandle.org.uk/
Pathways to Write	https://www.theliteracycompany.co.uk/pathways-literacy/pathways-to-write/
Kapow	https://www.kapowprimary.com/
White Rose Maths	https://whiteroseeducation.com/resources?subject=primary+maths&year=year+1
TT Rockstars	https://trockstars.com/
WELCOMM	Chatty Language
Complete Comprehension	https://www.schofieldandsims.co.uk/completecomprehension