

Pupil premium strategy statement (Primary) 2026-2027

School overview

School name	Caton Primary School
Pupils in school	83
Proportion of disadvantaged pupils	18% (15 pupils inc one PP+ and 2 service)
% of PPG pupils on the SEND register	33.3%
Academic year covered by statement	2026/7 to 2028/9
Publish date	October 2026
Review date	October 2027
Statement authorised by	Gail Bowskill
Pupil premium lead	Ellie Cain
Governor lead	Steve Clarkson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23560
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£23560

Part A: Pupil premium strategy plan

Statement of intent

Caton Primary School is determined that all pupils, irrespective of their background or the challenges they face, be given the best possible chance to make good progress and achieve their full potential across all subject areas. Our pupil premium strategy aims to support those who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding, as well as disadvantaged pupils who are already high attainers.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- ensure disadvantaged pupils have access to the school's board enrichment offer
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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 reading than their peers. 7 (47%) of the current cohort of PPG pupils (5 on the SEND register, 3 with EHCPs) were not on track in reading at the end of the last academic year.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers. 7 (47%) of the current cohort of PPG pupils (5 on the SEND register, 3 with EHCPs) were not on track in writing at the end of the last academic year. Whilst attainment in writing of non SEND PPG pupils was higher than for non PPG pupils (71% met ARE), none achieved greater depth.

3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. 7 (47%) of the current cohort of PPG pupils (5 on the SEND register, 3 with EHCPs) were not on track at the end of the last academic year.
4	40% of PPG students have SEMH needs which negatively impact on their learning and that of others.
5	Pupil premium pupils' attendance last year (93.05%) was behind that of non pupil premium pupils (96.36%). The rates of persistent absentees for PPG pupils (17.6%) was greater than that of non PPG pupils (10%) There is substantial evidence to link absenteeism with poorer attainment outcomes.

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
Non SEN PPG pupils will achieve the expected standard in reading. Non SEN PPG pupils exceeding age related expectations will be in line with non PPG pupils. PPG with SEND will make at least expected progress in reading.	By 2028/29: 100% achieve the expected standard in reading. That the % of non SEN PPG children achieving above ARE is at least the same as non PPG pupils. 100% of PPG children make expected or better than expected progress in reading.
Non SEN PPG pupils will achieve the expected standard in writing. Non SEN PPG pupils exceeding age related expectations will be in line with non PPG pupils. PPG with SEND will make at least expected progress in writing.	By 2028/29: 100% achieve the expected standard in writing. That the % of non SEN PPG children achieving above ARE is at least the same as non PPG pupils. 100% of PPG children make expected or better than expected progress in writing.

Non SEN PPG pupils will achieve the expected standard in maths. Non SEN PPG pupils exceeding age related expectations will be in line with non PPG pupils. PPG with SEND will make at least expected progress in maths.	By 2028/29 100% achieve the expected standard in maths. That the % of non SEN PPG children achieving above ARE is at least the same as non PPG pupils. 100% of PPG children make expected or better than expected progress in maths.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils Disadvantaged pupils with SEMH needs will have improved readiness to learn, reduced disruption, increased engagement and improved outcomes.	Sustained high levels of wellbeing by 2028/29 demonstrated by: ● qualitative data from student voice, student and parent surveys and teacher observations ● participation in enrichment activities and residential visits at least in line with non disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2028/29 demonstrated by: ● the overall attendance rate for disadvantaged pupils to be in line with that of their non-disadvantaged peers. ● the % of disadvantaged persistent absentees to be no greater than that of non disadvantaged pupils.

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

£3033.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development for all teaching and support staff: Red Rose spellings purchased for Year 5/6 Maths mastery - whole staff INSET day run by Lancashire Maths Consultant and ongoing CPD. Lancashire Teaching and Learning Consultant Great Teaching INSET Inclusive and adaptive practice programme for senior leaders. Precision teaching INSET. Sensory circuit training.	EEF - High quality teaching is the most important lever a school has to improve outcomes for disadvantaged pupils.	1,2,3,4
Raise profile of effective feedback with all staff through CPD and monitoring in order to improve outcomes, particularly amongst those that are disadvantaged to raise progress amongst PPG students.	Feedback EEF (+6)	1,2,3

Visible targets in the classroom for core subjects.		
Explicit teaching of metacognitive and self-regulatory strategies as a daily part of teacher instruction.	EEF Metacognition and self regulation (+8) Metacognition and self-regulation are sometimes known as 'learning to learn' and are intended to help pupils think, more explicitly, about their own learning. This is achieved by teaching them a variety of specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation relies on the learner managing their own motivation towards learning.	1,2,3,4
Improve the quality of social and emotional (SEL) learning. Whole staff training in Emotional Attunement and Zones of Regulation SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	Improving Social and Emotional Learning in Primary Schools EEF There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	4

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

Budgeted cost: £25,090.22

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small, targeted teaching group in Key Stage 2 for Maths and English.	EEF - High quality teaching is the most important lever a school has to improve outcomes for disadvantaged pupils. EEF Teaching and Learning Toolkit small group tuition (+4) EEF - Teaching Assistant interventions (+5)	1,2,3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	1
Daily 1:1 reading with all disadvantaged children who are not meeting ARE in reading.	Reading Horizons - 2017 EEF - 1:1 interventions (+5) Research suggests that short, regular sessions of about 30 minutes, 3-5 times a week over a set period of time, such as 6-12 weeks, appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching.	1

1:1 interventions for disadvantaged children in targeted areas linked to their next steps in either reading, writing or maths.	EEF - 1:1 interventions (+5) Research suggests that short, regular sessions of about 30 minutes, 3-5 times a week over a set period of time, such as 6-12 weeks, appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching.	1,2,3
Daily pastoral timetabled support for disadvantaged children with significant SEMH needs.	EEF - Social and emotional learning	4

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

Budgeted cost: £2559.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly 'My Happy Mind' lessons in all year groups	My Happy Mind - NHS backed	4
Engaging and using the services of partner agencies to support the SEMH needs of PPG children that need additional support such as Stepping Stones/Virtual School		4
Pastoral support for vulnerable pupils and families. Encouraging and supporting families to access 'Early Help' services	EEF Teaching and Learning Toolkit (+4)	4

That a large proportion of enrichment activities are targeted at PPG students catering to their interests and needs and wellbeing. Weekly music lessons Subsidise the cost of residential visits by 50%	EEF Life skills and enrichment EEF arts participation (+3) EEF sports participation (+1)	4
Meeting and supporting parents of children who are persistently absent or in danger of being. Rewarding children who have 100% attendance each week/half term.	EEF - Supporting school attendance	5

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)