

Burscough Bridge Methodist Primary School Pupil premium strategy statement



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 | Burscough Bridge Methodist Primary School |
| Number of pupils in school | 42 Autumn 2025 |
| Proportion (%) of pupil premium eligible pupils | 19%= 8 children |
| Academic year/years that our current pupil premium strategy plan covers | 2025-2026 |
| Date this statement was published | October 2025 |
| Date on which it will be reviewed | Annually |
| Statement authorised by | Governing Body |
| Pupil premium lead | Mrs L Tyrer |
| Governor / Trustee lead | Rev M Tindsley |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year based on the October census (8 pupils) | £17,380 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year academic year | £17,380 |

Part A: Pupil premium strategy plan

Statement of intent

At Burscough Bridge Methodist Primary School our vision is to be a Welcoming, Worshipping, Witnessing presence in the village and the community. At Burscough Bridge children thrive, emotionally, spiritually and academically to be the person God intended them to be; a school that the Methodist Church and the local community can take great pride through.

The pupil premium funding is carefully managed to plan and personalise support for children on their individual learning journey. Our aim is that all children, no matter what their background, have the same opportunities to achieve, make progress and experience life in all its fullness.

Key principles of our strategy plan

- To ensure that all children reach the attainment levels of non-disadvantaged children. (Further enhance progress, in all subjects across the school, with a specific focus on early reading and phonics, through quality first teaching and learning and personalised intervention programmes, so pupils can quickly address any gaps in learning).
- To enrich the lives of disadvantaged children by developing wider curriculum experiences. (Consistently promote the personal development of pupils by continuing to ensure all pupils have access to a wide, rich set of experiences and that opportunities to develop their talents and interests are quality)
- To develop the life chances of all disadvantaged children by providing support for the social, moral, emotional and spiritual development (Continue to provide high-quality pastoral support so that pupils maintain an active lifestyle and keep physically and mentally healthy)

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Poor communication, language, literacy skills and poor basic number skills of children create a barrier to learning. Poor language acquisition and receptive skills in the Early years (Reception and KS1) |
| 2 | Ensure attendance for PP is in line with the rest of the school population |

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| 3 | Lower self-esteem and aspirations can impact negatively on attendance and academic achievement |
| 4 | The cost of participating in extra-curricular activities such as music tuition and sports is often prohibitive |
| 5 | Cultural capital; children's access to the wider world / experiences are limited |

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 |
|---|---|
| A higher proportion of all pupil premium pupils (R-Yr6) will make expected /plus progress in relation to achieving age related expectations | Monitoring systems and data outcomes show progress from individualised targets. Pupils eligible for PP in our earlier years make rapid progress by the end of the year so that all pupils eligible for PP meet age-related expectations |
| Individual needs of pupil premium pupils will be addressed to reduce the gap in attainment and progress between this group and all pupils. | High profile given to individual pupils' needs at P Progress meetings, curriculum meetings and HT meeting with CoG |
| Increased attendance and punctuality rates for pupils eligible for PP | The number of persistent absentees is reduced amongst PP pupils. Overall PP attendance will increase to an average of 96.4% or greater in line with 'other' pupils. |
| Improve Language acquisition and receptive skills in EYFS and KS1 | PP children make progress in communication and language strand of EYFS Children make good progress in NELI/ Drawing Club language intervention. PP children at the end of KS1 make good progress in reading and writing. |
| To develop a love of reading for all children, including those most disadvantaged | Progress is evident and consistently strong. Curriculum meets/exceeds the requirements of the Ofsted framework New resources and strategies across school (reading books and comprehension) |
| To enhance equality of opportunity for all pupils | All children accessed every area of the curriculum – creating a love of learning and thirst for knowledge Gap between disadvantaged pupils and their peers is closed |

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)

Budgeted cost: £800

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Parents reading information days Reading support for parents and pupils Produce information and Early Reading/Phonics Update Teacher training in Early Language-NELI/Drawing Club & reading strategies for staff. Purchase & redevelopment of whole class novels, home reading books, Drawing Club Books and comprehension activities – increased challenge and variety | EEF identifies good evidence for improving teaching quality through CPD. EEF indicates moderate impact for phonics teaching (+4 months) and high impact for Reading comprehension strategies (+6 months) | 1 |
| Further CPD in Phonics, English and Maths Mastery | EEF identifies good evidence for improving teaching quality through CPD | 1 |
| Further training for all staff (following on from 2023-2024 Autism in school Project) have the required training and expertise to support neurodivergent pupils. Attachment and Trauma informed behaviour training for all staff | Transforming Children's and Young People's Mental Health Provision. | 3 |

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

Budgeted cost: £ 8,580

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------------------------|---|-------------------------------|
| In class TA2 support x 3 classes | EEF indicates moderate impact for small group tuition (+4 months) and | 1 & 3 |

| | | |
|---|--|-------|
| | within class attainment grouping (+3 months) | |
| Teacher & TA2 intervention and resources IDL Phonics (small group) S&L 1:1 Spelling precision teaching (small group) Maths basic skills (small group) Reading comprehension (Small group) Reading decoding 1:1 EYFS Neli /Drawing Club | Interventions follows format similar to school teaching. EEF indicates high impact. EEF indicates moderate impact for phonics teaching (+4 months) and high impact for reading comprehension strategies (+6 months) EEF indicates moderate impact for using digital technology (+4 months) | 1 & 3 |

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

Budgeted cost: £8000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|--------------------------------------|
| Health and Wellbeing Training, Support and Resources Weekly Yoga, Mindfulness/Boxercise for all children School Counsellor to work with children Targeted physical activities. | EEF indicates moderate impact for social and emotional communications (+4 months) | 3&4 |
| HT/DHT/ Governors monitor attendance for PP group of pupils | Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. Rapid evidence assessment on attendance interventions for school aged pupils (EEF) | 2 |
| CFW –Early Help Interventions and transitions | Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic | 2&3 |

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| | performance along with a decrease in problematic behaviours. Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Education Endowment Foundation Teaching and learning Toolkit | |
| Planned enhancement and enrichment opportunities -Visits and visitors Small group Music Provision extended Spanish lessons for all children from Reception –Y6 (Cultural capital for all) (supporting families financially, uniform, visits, residential, tuition, extended hours) | EEF indicates moderate impact for social and emotional communications (+4 months) EEF indicates moderate impact for small group tuition (+4 months) Enrichment opportunities and enhancement of subjects to develop an exciting curriculum, a love of learning ensuring that a lack of funding does not result in limited experiences for our children– an inclusive curriculum | 4 & 5 |

Total budgeted cost: £17, 380