

Pupil premium strategy statement – Lord Street Primary School Colne

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	332
Proportion (%) of pupil premium eligible pupils	170 (51%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 – 2025 to 2026 - 2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	John Tarbox (CEO)
Pupil premium lead	Chloe Whitaker (Headteacher)/ Michelle Iddon (SENCO)
Governor / Trustee lead	Claire Clayton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£255,635
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£255,365

Part A: Pupil premium strategy plan

Statement of intent

Lord Street's 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, within a happy, educational setting, where pupils express that it is enjoyable and is ambitious for all. Senior Leaders and staff are committed to the personal development aspects of school life to ensure children participate in a variety of different experiences, whilst in school.

We are 2-form entry primary school, in an area of high deprivation, where 8,836 children under the age of 16 across the Borough of Pendle are living in relative poverty. 43% of children within this borough are from families whose income is below 60% of average household income before household bills. (DWP 2024) Growing up in poverty can damage a child's well-being and life chances, we aim to provide experiences that remove all barriers to learning.

On arrival in Reception, a vast majority of our pupils start school at the age of 4 years old with developmental delay in Speech, Language, social and emotional skills. Evidence from the Wellcomm Speech and Language Toolkit for EYFS baseline assessment, highlights that speech, language and communication as a primary need, which impacts on all aspects of school life. If a child is unable to communicate then they are unable to verbalise their emotions and develop socially. School have employed an external Speech and Language therapist, weekly to ensure that the gap narrows between Pupil premium children and their peers.

Early identification and intervention are key to ensuring that children are brought in line with the national average and their no-pupil premium peers. Our staff dedicate their time to providing a formal education and a personal development strand which runs through our school.

Our personal development programme gives children across school the opportunities to experience more than academic lessons, with our pupil leadership programme providing children with opportunities to lead in a variety of different roles, developing and improving confidence, resilience and leadership skills.

Statement of Intent

During the next academic, our intent is to continue with narrowing the outcomes gap between Pupil premium children and their peers. This will be achieved through, a comprehensive programme of evidence informed interventions, specifically focusing on improving reading, through phonics, early reading strategies, fluency, accuracy and

comprehension skills. The rigour started in previous years, to ensure that same day timely interventions occur for Mathematics, will continue.

Alongside, curricular interventions, we will ensure our children have a comprehensive range of SEMHD programmes, which are individualised to the needs of the child, through our updated pastoral programme. Within the classroom, SEL teaching strategies are implemented to address the universal wellbeing needs of all pupils, with specific focus on acute SEMHD and pastoral needs, which have become embedded barriers to learning.

Promoting children and young people's wellbeing is a key part of keeping them safe, helping them develop and ensuring they have positive outcomes into adulthood (Public Health England, 2021).

As part of the Strategy, we are promoting excellent attendance for all our Pupil premium children, to ensure that they access high quality first teaching on a daily basis. We aim to continue to reduce absence, especially amongst persistently absent, especially the EBSA children, by continuing identify and remove the barriers to school attendance. Using the attendance manager's/Champion's skills we will continue to promote and support excellent punctuality to school daily, we are allowing the child to have access to the full-time education they are entitled to. Weekly monitoring continues to be carried out, identifying patterns of absence and ensuring that strong relationship with families are utilised to ensure that pupils have the support they require in place to attend school.

Through continuous rigorous monitoring, early identification of need, helps Senior Leaders to identify children who require bespoke intervention programmes, that will allow them to fill identified gaps in their learning, creating firm foundations to ensure that they continue to progress, thus narrowing the gap in their learning with their peers.

As part of our commitment to ensuring that children's speech and vocabulary develop, we will continue to deliver through quality first teaching a comprehensive programme of vocabulary and language development, allowing children to develop subject related vocabulary and challenging them to up level words, ensuring that they are always reflecting and improving the language that they are using in the classroom, striving for the best at all times.

Finally, we will ensure that no child is disadvantaged through a narrowing of our curriculum intent. The Lord Street curriculum comprehensively outlined on our website, will be implemented effectively to address the cultural capital deficit attributable to the lack of experiential learning, allowing all children to thrive and learn new skills that they may not have had previous opportunities to experience.

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*

- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	Targeting improved attendance rates for disadvantaged pupils, with a key focus on persistently absent and EBSA pupils, to ensure they are in school and ready to learn.
2	Supporting the social and emotional development of pupils to increase their resilience, engagement and participation in school life, whilst reducing the number of barriers relating to mental health and trauma-based issues.
3	Aiming to close the gap in literacy and numeracy between disadvantaged pupils and their peers.
4	
5	

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 attendance rates for disadvantaged pupils, with a key focus on persistently absent and EBSA pupils, to ensure they are in school and ready to learn.	<p>Further reduce the number of pupil premium children on the persistent absence list</p> <p>Parents engaging fully with the attendance process, leading to a reduction in the number of parents being fined for non-attendance</p> <p>To work in partnership with parents to identify the underlying causes and find solutions</p> <p>To communicate our attendance expectations clearly and regularly to parents/carers through a range of media</p> <p>To build a whole school culture of shared responsibility for attendance – teachers</p>

	<p>having a greater role with holding parents accountable for why their child is absent</p> <p>To continue to record and monitor attendance regularly</p> <p>To ensure that children from families that have not been seen for specified lengths of time, are visited to complete a check-in/welfare check</p> <p>To ensure that children who have not eaten before school are given opportunity to access the toast club or staff to provide them with something to eat</p> <p>To provide nurture provision, as and when required by children, in order to identify and remove barriers to learning, within a calm nurturing environment</p>
<p>Supporting the social and emotional development of pupils to increase their resilience, engagement and participation in school life, whilst reducing the number of barriers relating to mental health and trauma-based issues</p>	<p>To develop a whole school approach to mental health and wellbeing</p> <p>To incorporate external services earlier in the process – MHST, ELCAS</p> <p>To provide arrange of interventions that reduce identified barriers to learning, based on social and emotional aspects of learning</p> <p>To further the knowledge of staff allowing them to have a greater understanding of the SEMHD needs of PP pupils</p> <p>To promote positive relationships, active engagement, and well being for pupils</p> <p>To continue to adopt and deliver a positive and proactive approach to behaviour</p> <p>To ensure that pastoral needs of the children are being met, using research-based methods</p> <p>Social and emotional aspects are recognised in planning</p> <p>To create emotionally safe classrooms, where there is a sense of warmth, supportiveness and responsiveness to all children's individual needs</p>

	To provide nurture provision, as and when required by children, in order to identify and remove barriers to learning, within a calm nurturing environment
to ensure the gap in literacy and numeracy between disadvantaged pupils and their peers, closes further.	<p>to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review'</p> <p>to use effective deployment of teaching assistants and high quality, structured, targeted interventions to enhance progress</p> <p>to provide carefully targeted interventions through the identification and assessment of need</p> <p>to ensure that High quality first teaching reduces the need to for extra support</p> <p>to provide staff with CPD which allows them to keep up to date with the latest quality –first teaching methods</p> <p>to have high expectations of all students and celebrate their achievements</p> <p>staff will have the necessary training and expertise to deliver interventions, provide feedback and monitor progress</p>

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve and continue to provide universal provision for all pupils.</p>	<p>EEF Supporting School attendance: Improve universal provision for all pupils</p> <p>Explicit teaching of learning behaviours, academic and behaviour routines, social and emotional skills and metacognitive strategies.</p> <p>High quality teaching based on the principles of scaffolding, modelling, adaptive teaching, flexible grouping, cognitive and metacognitive strategies, explicit instruction and using technology to support pupils with SEN.</p> <p>EEF – Five-a-day to improve SEND outcomes</p>	<p>1 and 3</p>
<p>Cultivate a Pedagogical Coaching (sometimes known as Instructional Coaching) culture in school, based on leading research and best international practice, to improve outcomes for pupils</p>	<p>Cohen J, Wong V, Krishnamachari A et al. (2020) Teacher coaching in a simulated environment. Educational Evaluation and Policy Analysis 42(2): 208–231.</p> <p>Kraft MA, Blazar D and Hogan D (2018) The effect of teaching coaching on instruction and achievement: A meta-analysis of the causal evidence. Review of Educational Research 88(4): 547–588.</p> <p>Improving teaching practice with Instructional coaching – EdResearch for Recovery – Booker and Russell</p> <p>Making the most of instructional Coaching – Bradford Research School</p>	<p>3</p>
<p>develop a whole school approach to reading for pleasure, continuing to embed further parental engagement, accessing the school library and reading space</p>	<p>Ofsted Review of Reading</p> <p>EEF Teaching Toolkit – Parental Engagement</p> <p>EEF Teaching Toolkit – Phonics</p> <p>EEF Toolkit – Reading Comprehension Strategies</p> <p>EEF Guidance Report Parental Engagement</p>	<p>3</p>
<p>integrate and model SEL skills through everyday teaching</p>	<p>Improving Social and Emotional Learning in Primary Schools</p>	<p>2</p>

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

Budgeted cost: £ 120,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
To deliver targeted interventions to supplement universal provision	EEF supporting School attendance 5. Deliver targeted interventions to supplement universal provision – Personalise approaches to meet the needs of individual pupils	1 and 2
School led Tutoring Programme. Skilled teaching assistants will deliver 1200 additional hours of interventions per annum with a focus on phonics, phonics catch up, early reading and Inference in KS2.	EEF Teaching Toolkit EEF Guidance Report Improving Literacy in KS1 and KS2 Ofsted Review of Reading	
Precision Teaching delivered by all support staff with identified children with a focus on fluency in maths and spelling	EEF Teaching Toolkit – 1:1 tuition	3
Greater Depth writing interventions in Key Stage 2 delivered by skilled English leads	Bob Cox Opening Doors to a Richer English Curriculum EEF Guidance Report Improving Literacy in KS2 SSRD Models for writing including IPEEL – EEF Teaching Toolkit	3
Speech, Language and Communication	Specialist trained onsite Speech and Language interventions – evidence of	3

Interventions	diagnostic assessment and structured approach working with 20 identified children with speech, language and communication needs	
Use a planned series of lessons to teach skills in dedicated time	Improving Social and Emotional Learning in Primary Schools	2
to continue to develop a pastoral and nurture system, which meets the individual needs of the child, ensuring that their physical and emotional needs are being met	Improving Social and emotional learning in Primary schools	2

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

Budgeted cost: £ 134,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
Building relationships with Pupil Premium students and their parents	<p>EEF Supporting School attendance</p> <p>Build a holistic understanding of pupils and families, and diagnose specific needs</p> <p>Knowing and understanding your pupils, their families, their influences, and their specific challenges can help you diagnose some of the underlying causes of absence and more clearly define the problem. It can also help to understand individual barriers to attendance and learning and help choose effective targeted approaches.</p> <p>Attendance: Beyond the Percentage Diagnosing the issues behind the headline figures – Bradford Research School</p>	1 and 2
Monitoring pupils with low attendance and working with them to improve	<p>EEF Supporting School attendance</p> <p>3. Communicate effectively with families</p> <p>Well-designed communications with families can be effective for improving attendance and supports positive relationships through two-way communication. School communication with parents is likely to be more effective</p>	1

	<p>if it is personalised, linked to learning, framed positively, and promotes parent efficacy and partnership with the school. Effective communication considers frequency, timing, audience and potential barriers such as inaccessible language and professional jargon.</p> <p>Attending to attendance: new research on changing parental attitudes to attendance in schools – Blackpool research school</p> <p>Attendance: Communicating with Parents – Diagnosing the issues behind the headline figures</p> <p>Deliver targeted interventions to supplement universal provision – Personalise approaches to meet the needs of individual pupils</p> <p>Targeted intervention may be needed for persistent or particularly challenging causes of pupil absence. These should be based on knowledge of your pupils, exploration of relevant data, and diagnosis of need. The type of interventions will depend on your context and the pupils involved, but might include interventions relating to behaviour, social and emotional learning, self-regulation strategies, parental involvement, academic content, or support with specific special educational needs.</p>	
Analysing school attendance data	<p>EEF Supporting School attendance</p> <p>3. Communicate effectively with families</p> <p>6. Monitor the impact of approaches</p> <p>Monitoring the effectiveness of an approach will help you understand whether it is being delivered with high quality and success, or whether (and how) it might need to be changed to improve processes and outcomes. To support effective monitoring, you should think about the outcomes you want to achieve and develop an appropriate set of measures. Data collection processes need to fit with school routines and be sustainable for staff to use in a busy working environment.</p>	1
Understanding and addressing the barriers to attendance that have been identified	<p>EEF Supporting School attendance</p> <p>2. Build a culture of Community and belonging for pupils</p>	1 and 2

	<p>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Making sure pupils feel seen, understood, and safe is a crucial starting point for supporting attendance, especially for more vulnerable students who may have fewer protective factors than others.</p> <p>Attendance: three relationships to restore restoring relationships with self, others and curriculum – Bradford Research School</p> <p>Ellis, S. and Tod, J. (2018) 'Behaviour for learning: promoting Positive Relationships in the Classroom', Routledge.</p> <p>Lemov, D. et al (2022) 'Reconnect: Building School Culture for Meaning, Purpose and Belonging', Jossey-Bass.</p>	
Teach SEL skills explicitly	Improving Social and Emotional Learning in Primary Schools	2

Total budgeted cost: £ 255,365

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Using the data from the NFER assessments for Maths and English, at 3 key assessment points throughout the year, staff are confidently identifying the lowest 20% of each cohort that requires a specific diagnostic reading test. We have continued to use the York assessment for reading comprehension (YARC) to identify issues relating to reading and comprehension, that have been creating a barrier to progress for individual children.

Using the two sets of graded passages (A), the bottom 20% of readers, of which many were pupil premium, used the initial test, to create a standardised score measuring reading accuracy (decoding), fluency (reading rate) and text comprehension skills (reading comprehension concerning literal and inferential meaning).

Analysing the data, identified which intervention pathway, the child would require to improve their reading skills, thus narrowing the gap with their peers. Weekly interventions using high-quality texts, were carried out in specific classes, based on the individual needs of the child.

Once the period of intervention had been completed, the second (B) set of graded passages was carried out. Further analysis, identified the children who had made progress and those who would require further intervention. During the last academic year, data highlights that with the correct implementation of the YARC assessment process that PP children have progress. It is evident that following each round of assessments, we are seeing the number of PP children requiring reading-based intervention for fluency, oral comprehension and accuracy reducing.

As children are still challenged by the impact of the Covid pandemic, entering school with reduced resilience, separation anxiety and an increased number identified as presenting with EBSA (emotional based school avoidance), the newly created role of attendance manager has created a pro-active response to the children who are persistently absent, with staff carrying out home visits. Specific staff have developed positive relationship with key children being their individual attendance champion, visiting them at home to encourage them to come into school, checking in with them throughout the day, offering incentives to encourage them into school.

We have held families accountable via the attendance agreement process, with parents considering alternative options of learning that are suited to their child's individual needs, with family's home schooling or giving the child a fresh start in another setting. This allows the child to break the negative attendance cycle and make a fresh start. As part of the process, parents have worked with the SENCo to complete referrals for the Lancashire and South Cumbria Neurodevelopmental team based in Blackburn and Burnley, the number of children being accepted on this pathway has increased from 6 to 12.

The number of children accessing our trauma-informed practitioner has increased, as staff have a greater confidence in identifying children struggling with their mental health or past traumatic experiences. The teaching and non-teaching staff have had CPD from the Lancashire and South Cumbria Mental Health support team, to identify the early signs of mental health in children. Staff have developed the confidence to identify children for support, supporting with the referral process with their observations and having a greater understanding of the early indicators of mental health issues.

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

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Interventions and frequent pastoral support

The impact of that spending on service pupil premium eligible pupils

Positive outcomes

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.