Pupil premium strategy statement – Lord Street 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	303 pupils in school, 15 pupils in Nursery
Proportion (%) of pupil premium eligible pupils	53.4%
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)**	2026–2027 to 2028–2029 (three-year approach, updated annually)
Date this statement was published	1.10.26
Date on which it will be reviewed	July 2027
Statement authorised by	Chloe Hey
Pupil premium lead	Chloe Hey
Governor / Trustee lead	Anna Fisher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 267,025
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£267,025

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that every disadvantaged pupil belongs, attends, participates and achieves. Poverty must not determine pupils' access to high-quality teaching, strong relationships, specialist support or rich wider experiences. We will maintain ambitious expectations and respond to individual barriers without narrowing the curriculum.

The strategy is aligned closely with the school development priorities: an ambitious Nursery-to-Reception curriculum, consistently effective adaptive teaching, and diagnostic assessment linked to targeted intervention. The central approach is to improve everyday classroom teaching first, then supplement it with carefully matched academic and pastoral support. Assessment will identify root causes, not simply low attainment, and interventions will have clear entry, review and exit criteria.

Attendance is treated as both an educational and safeguarding priority. Leaders will work in partnership with families to identify practical, emotional and learning-related barriers, using early help, personalised plans and trusted adult relationships. Pupils' speech, language, vocabulary, self-regulation and readiness to learn will be strengthened from entry, with early screening and responsive provision.

We will also address the effects of poverty and limited wider experiences through inclusive enrichment, curriculum-linked visits, leadership opportunities, clubs and practical support. Participation will be tracked so that disadvantaged pupils do not experience hidden barriers. Implementation will be monitored through pupil progress meetings, diagnostic and summative assessment, attendance reviews, pupil and parent voice, quality assurance, intervention records and governor challenge.

Challenges

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

Challenge number	Detail of challenge
1. Attendance and persistent absence	Disadvantaged pupils are more likely to experience interrupted learning through absence. School data identifies attendance as a continuing priority, with individual pupils and families requiring sustained, personalised support. In 2025-26, attendance for disadvantaged pupils was 92.4%, compared with 96.3% for non-disadvantaged pupils. Persistent absence was also significantly higher, affecting 27% of disadvantaged pupils compared with 6.8% of non-disadvantaged pupils. This demonstrates the ongoing need for targeted attendance interventions and wider family support to improve engagement and reduce barriers to learning.

Commented [JT1]: PA is the real issue for me - such a big gap to non-disadvantaged pupils. Has to have a big impact on learning.

2. Poverty and wider barriers to learning	A high proportion of pupils experience socio-economic disadvantage. Financial pressure, housing or family circumstances, limited resources and competing needs can affect readiness to learn, attendance, home learning and access to opportunities.
3. Speech, language and communication on entry	Many children enter Nursery and Reception with underdeveloped speech, language, communication and vocabulary skills, limiting their ability to communicate effectively, regulate emotions, develop early literacy skills and access the wider curriculum. This is a particular challenge for disadvantaged pupils, who account for 68% of children currently requiring speech and language support. Early identification and targeted intervention are therefore critical to improving communication, readiness for learning and future academic success.
4. Gaps in foundational knowledge and academic attainment	Across year groups lower than year 6, disadvantaged pupils have not consistently attain as well as their peers across reading, writing and mathematics. In 2025-26, attainment at the expected standard was significantly lower for disadvantaged pupils, with gaps of 21 percentage points in reading, 22 percentage points in writing and 24 percentage points in mathematics. Leaders have identified the need for precise assessment, adaptive teaching and timely intervention to address gaps in learning and accelerate progress, particularly in reading fluency, SPaG and core mathematical skills.
5. SEND, SEMH and overlapping vulnerability	A significant proportion of disadvantaged pupils also experience additional vulnerabilities, including SEND, SEMH needs, social care involvement and other barriers to learning. These intersecting needs can negatively impact emotional regulation, confidence, attendance, engagement, independence and academic progress. Within the school, 69% of pupils identified with SEMH needs are disadvantaged, highlighting the strong link between disadvantage and social, emotional and mental health challenges. Leaders recognise the need for targeted pastoral, therapeutic and educational support to help these pupils overcome barriers and achieve well.
6. Limited cultural capital and wider experiences	Leaders place a high value on enrichment as part of a broad and ambitious education. Although disadvantaged pupils access a range of wider opportunities, participation in extra-curricular clubs was 45% in the last academic year. Increasing engagement further remains a priority, with leaders monitoring participation carefully and taking proactive steps to ensure all pupils can benefit from experiences that enhance personal development, confidence, aspiration and wellbeing.
7. Parental engagement and access to support	Some disadvantaged pupils and families require additional support to engage fully with attendance, learning, early language development and wider school opportunities. Leaders recognise the importance of relationship-based practice, flexible communication and targeted family support in helping to overcome barriers and improve outcomes.

Commented [JT2]: I was surprised by how low these participation figures were ... given how much your staff put on!

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 and reduced persistent absence for disadvantaged pupils	Disadvantaged attendance shows a sustained improving trend; persistent absence reduces to no more than 20% for disadvantaged; targeted pupils' plans show improved attendance or successful reintegration; family engagement and punctuality improve.
Improved communication, language and vocabulary	Entry screening identifies need promptly; disadvantaged pupils receiving WELLCOMM/NELI/SALT-linked support make measurable progress from baseline; oral language and vocabulary are evident across learning and play.
Stronger attainment and progress in reading, writing and mathematics	Gaps are identified through NFER, Little Wandle, YARC, Sandwell and teacher assessment. Disadvantaged pupils make strong progress from starting points and gaps to peers and national benchmarks narrow.
Consistently effective adaptive teaching	Quality assurance shows consistent use of modelling, scaffolding, checks for understanding, questioning and responsive adaptation. Disadvantaged pupils report that work is accessible, challenging and supportive.
Improved wellbeing, regulation and engagement	Boxall and other assessment information demonstrates progress for pupils receiving pastoral support. Behaviour, participation and readiness to learn improve, with fewer barriers to classroom access. Boxall assessment informs identification, intervention planning, reintegration support and evaluation of SEMH barriers that affect attendance, participation and attainment.

Commented [JT3]: I wonder if you should give a target %? I know you risk missing it, but it might focus your efforts a bit more?
See the example primary statement on DfE website: Example_pupil_premium_strategy_statement_primary_2025.docx Page 5

Equitable participation in wider experiences	Participation in clubs, visits, leadership, sport, arts, nature and civic experiences is tracked. Disadvantaged pupils participate at least proportionately and report increased confidence, interests and aspirations.
Stronger family partnership	Families engage positively with attendance, learning and support plans. Communication is timely, accessible and solution-focused, leading to increased attendance at parents' evenings, SEND workshops and attendance meetings. Engagement with home learning improves, families access support services where appropriate, and parental feedback demonstrates strong partnerships between home and school. These improvements contribute to better attendance, wellbeing, engagement and educational outcomes for disadvantaged pupils.

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

Budgeted cost: £120,161

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed whole-school adaptive teaching through CPD, coaching, collaborative planning and agreed classroom non-negotiables.	EEF evidence consistently identifies high-quality teaching as the most important school-controlled factor in improving outcomes, particularly for disadvantaged pupils. The school SDP identifies inconsistent adaptive practice as a barrier.	2, 4, 5
Develop an ambitious, language-rich Nursery-to-Reception curriculum with strong adult interaction, storytelling, vocabulary, phonics and purposeful play.	Early language and high-quality EYFS provision support later literacy, learning and self-regulation. This directly reflects the school's early years priority and entry profile.	2, 3, 5
Strengthen formative assessment and checks for understanding in all lessons.	Responsive assessment enables teachers to identify misconceptions during teaching and adapt explanations, scaffolds and practice before gaps widen.	4, 5
Use instructional coaching through Steplab to embed modelling, scaffolding, questioning and feedback.	Sustained, focused professional development with rehearsal and feedback is more likely to change classroom practice than isolated training.	3, 4, 5
Train EYFS and relevant staff in WELLCOMM, NELI, speech and language strategies, and high-quality interactions.	Accurate identification and consistent language-supportive practice enable earlier response to SLCN and improve access across the curriculum.	3, 5
Strengthen reading, phonics and vocabulary teaching, including fidelity to Little Wandle and explicit fluency/comprehension teaching.	Systematic phonics, oral language, fluency and comprehension approaches provide strong foundations and address identified reading barriers.	3, 4

Targeted academic support

Budgeted cost: £66,756

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a diagnostic assessment framework using Little Wandle, YARC, Sandwell, WELLCOMM/NELI, PIVATS, NFER and teacher assessment as appropriate.	Diagnostic assessment should identify specific gaps and root causes so support is matched precisely rather than based on broad labels or attainment alone. Diagnostic_Assessment_Tool.pdf	3, 4, 5
Deliver structured reading interventions for decoding, fluency, accuracy and comprehension, with baseline and review measures.	Structured, time-limited interventions are most effective when delivered consistently, linked to classroom teaching and reviewed against clear outcomes.	3, 4
Deliver targeted mathematics intervention following Sandwell and classroom assessment, including fluency, pre-teaching and misconception work.	Targeted small-group or one-to-one support can accelerate progress when it addresses specific gaps and complements high-quality teaching.	4, 5
Provide speech and language intervention, including WELLCOMM, NELI and specialist-informed programmes.	Oral language interventions can improve vocabulary, communication and comprehension, especially when staff are trained and provision is integrated into daily teaching. Oral language interventions | EEF	3, 5
Use IDL, PIVATS and personalised curriculum pathways where diagnostic information indicates these are appropriate.	Precise, individualised support helps pupils with significant or persistent barriers access learning and demonstrate progress from their starting points.	4, 5
Hold termly pupil progress and intervention review meetings, with clear entry, review and exit criteria.	Regular review prevents ineffective support continuing without impact and allows resources to be redirected promptly.	3, 4, 5

Commented [JT4]: I suggest adding a link - just shows you are grounded in EEF approved approaches.

Commented [JT5]: Another possible link?

Wider strategies

Budgeted cost: £80,108

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly attendance review led by the Headteacher, attendance lead and office staff; early identification of disadvantaged pupils at risk.	Frequent use of attendance data supports early action, identifies patterns and enables timely communication and support.	1, 2, 5, 7
Personalised attendance support plans, attendance agreements, trusted-adult check-ins, home visits and reintegration planning.	Attendance barriers differ between pupils. Individualised, relationship-based approaches are more appropriate than a single universal response.	1, 2, 5, 7

Practical morning support, including walking club and food where needed, plus referrals to family and external support.	Removing practical barriers can improve punctuality, readiness to learn and family engagement.	1, 2, 7
Pastoral, nurture and SEMH support informed by Boxall and other assessment, with clear outcomes and reviews.	Targeted social and emotional support can improve regulation, relationships, engagement and access to learning when implemented carefully.	1, 2, 5
Track and subsidise access to clubs, trips, residentials, uniform, resources and curriculum-linked experiences where cost is a barrier.	Removing financial and practical barriers supports equitable participation and ensures disadvantage does not narrow pupils' educational entitlement.	2, 6, 7
Deliver a planned enrichment entitlement across sport, arts, nature, civic engagement, careers and pupil leadership.	Rich experiences build knowledge, vocabulary, confidence, belonging, interests and aspirations. Participation data allows leaders to identify under-representation.	2, 3, 6
Strengthen family engagement through accessible communication, SEND and attendance drop-ins, workshops and signposting.	Positive, two-way communication helps leaders understand barriers and supports families to reinforce attendance, language and learning.	1, 2, 3, 7

Total budgeted cost: £267,025

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The performance of disadvantaged pupils during the previous academic year presents a mixed but improving picture. Outcomes have been evaluated using national assessment data, internal teacher assessment, diagnostic and formative assessments, attendance and behaviour information, participation records, intervention monitoring, pupil observations and pastoral evidence. Comparisons have also been made with non-disadvantaged pupils within the school and published national averages. Local comparative data was not available within the evidence reviewed.

At the end of Key Stage 2, disadvantaged pupils achieved particularly positively in reading and grammar, punctuation and spelling. In reading, 74% of disadvantaged pupils achieved the expected standard, compared with 70% of non-disadvantaged pupils and a national average of 75%. In GPS, 66% achieved the expected standard, compared with 64% of non-disadvantaged pupils, although this remained below the national average of 74%. Writing outcomes were broadly comparable with other pupils: 72% of disadvantaged pupils achieved the expected standard, compared with 74% of non-disadvantaged pupils and a national average of 73%.

Mathematics and combined attainment remain priorities. In mathematics, 62% of disadvantaged pupils achieved the expected standard, compared with 74% of non-disadvantaged pupils and a national average of 75%. For combined reading, writing and mathematics, 52% of disadvantaged pupils achieved the expected standard, compared with 64% of non-disadvantaged pupils and a national average of 63%. Nevertheless, performance improved substantially compared with the previous year, when 55% of disadvantaged pupils achieved the expected standard in mathematics. Writing also increased from 62% to 72%, while the gap in reading reversed from 16 percentage points in favour of non-disadvantaged pupils to four percentage points in favour of disadvantaged pupils.

Across Years 1 to 5, internal assessment indicates that attainment gaps remain significant. At the expected standard, 59% of disadvantaged pupils attained in reading compared with 80% of non-disadvantaged pupils; 47% attained in writing compared with 69%; and 58% attained in mathematics compared with 82%. Compared with the previous year, the gap remained broadly similar in reading but widened in writing and mathematics. This demonstrates that improved outcomes at the end of Key Stage 2 are not yet consistently reflected across all year groups. Closing gaps in mathematics and writing, through high-quality adaptive teaching and precisely targeted support, therefore remains a central priority.

Summative assessment has been supplemented by formative and diagnostic information. Targeted assessments are being used to identify specific gaps in phonics,

early reading, reading comprehension, inference, mathematics and speech, language and communication. Reading interventions have supported pupils' development, although evaluation identified a need for increased attention to mathematics and SLCN. Precision Teaching is established, but assessment information has not yet demonstrated a consistent impact on outcomes. Greater Depth writing intervention was also not delivered consistently enough to achieve its intended impact. These findings have informed the school's increased focus on diagnostic assessment, clear entry and exit criteria, and regular evaluation of intervention impact.

Attendance continues to be a significant barrier. Up to the end of half term four, disadvantaged attendance was 92.4%, compared with 96.3% for non-disadvantaged pupils and a national average for all pupils of 94.8%. However, this represented an improvement from 91% during the equivalent period in the previous year. Persistent absence among disadvantaged pupils reduced from 28.1% to 27%, while severe absence reduced from 5.6% to 2.3%. Although the gap remains too wide, the improving trend indicates that weekly monitoring, attendance contracts, individual action plans and targeted support are beginning to have a positive effect.

Behaviour is positive for most disadvantaged pupils, but a small number require intensive, personalised support. Disadvantaged pupils accounted for 9.5 suspension days during the most recent academic year, compared with four days in the previous year, and one disadvantaged pupil had two or more incidents. This indicates that whole-school behaviour, SEL and pastoral approaches are generally supportive, but are not yet meeting the needs of every pupil consistently. Pastoral and nurture provision is well established; however, the introduction of Boxall profiling is necessary to measure impact more precisely and ensure that support is matched to identified social and emotional needs.

Access to wider experiences is a strength. Forty-eight per cent of disadvantaged pupils participated in at least one extra-curricular activity, compared with 41% of non-disadvantaged pupils. Furthermore, 28% of disadvantaged pupils accessed at least two activities, compared with 19% of non-disadvantaged pupils. This suggests that work to remove financial and practical barriers has supported disadvantaged pupils to participate fully in the school's wider offer.

Commented [JT6]: It is in terms of the gap… but your overall participation levels are lower than we want (in my opinion!) Think about some of your initiatives like Apex Award in Y5 to get all pupils engaged in various activities?

*Overall, the school is **partially on track** to achieve the intended outcomes of its pupil premium strategy. Strong progress has been made in Key Stage 2 reading and writing, attendance is improving, severe absence has reduced, wider participation is strong, and speech and language provision is reported to have improved pupils' communication, engagement and access to learning. Pedagogical coaching is also embedded and is improving staff confidence in adaptive teaching.*

However, the strategy has not yet secured sufficiently consistent outcomes across the school. Attainment gaps in Years 1 to 5, particularly in writing and mathematics, remain too wide. Persistent absence remains high, the impact of some academic interventions

is not yet demonstrated consistently, Greater Depth writing provision requires more regular delivery, and parental engagement remains an area for development. The next strategy will therefore continue to prioritise adaptive teaching, diagnostic assessment, targeted mathematics and writing support, early language development, attendance, pastoral assessment and stronger family partnership. The strategy's intended outcomes were consequently ***partially met rather than fully achieved****, with effective approaches retained and less effective or inconsistent approaches refined for the next strategy period.*

When interpreting the outcomes, leaders recognise that some pupils in the cohort experienced disruption to their education during the Covid-19 pandemic. This may have affected individual pupils differently and should be considered alongside their starting points, attendance, SEND and wider circumstances.

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**
Speech, Language and Communication support	Speech Express
Instructional Coaching	Step Lab

Service pupil premium funding

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**
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information

This strategy has been developed from a detailed evaluation of disadvantaged pupils' attainment, attendance, behaviour, wellbeing and participation. It is closely aligned with the school development priorities for 2026–2027: developing an ambitious Early Years curriculum, embedding adaptive teaching and implementing diagnostic assessment linked to targeted intervention.

Implementation will follow a tiered approach. High-quality teaching will remain the first priority, supported by staff professional development, instructional coaching and strengthened formative assessment. Targeted academic and pastoral support will be matched to pupils' identified needs, with clear baseline measures, review points and exit criteria. Leaders will evaluate the impact of provision through pupil progress meetings, diagnostic and summative assessments, attendance reviews, intervention records, quality assurance, pupil voice and parent feedback.

The school also provides significant support that is not solely dependent on pupil premium funding. This includes safeguarding and pastoral systems, SEND provision, speech and language support, attendance monitoring, family support and referrals to external agencies. Pupils also benefit from the wider curriculum, after-school clubs, sporting opportunities, arts and cultural experiences, careers activities, pupil leadership and community partnerships.

Leaders recognise that disadvantaged pupils are not a homogeneous group. Provision will therefore respond to individual barriers, including SEND, speech and language needs, SEMH, social care involvement, poverty, low attendance and limited access to wider experiences. The progress and participation of disadvantaged pupils will be reviewed termly, and approaches will be refined or discontinued where evidence does not demonstrate sufficient impact. Governors and trust leaders will provide oversight and challenge to ensure that funding is used effectively and remains focused on improving pupils' educational outcomes and wider experiences.