Pupil premium strategy statement – Orrell Lamberhead Green Academy

This statement details our school's use of pupil premium (and recovery 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	408
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2023-2024 2024-2025 2025-2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Lisa Liptrot (Headteacher)
Pupil premium lead	Jennifer Armstrong (AHT)
Governor / Trustee lead	Sindhu Sandeep

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£225833 + £6000
Recovery premium funding allocation this academic year	N/A
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	N/A
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*	£231833

Part A: Pupil premium strategy plan

Statement of intent

Our aim for our disadvantaged pupils is to ensure that school will be the extended family that is there to **support**, **inspire** and **prepare** our children for their future. With love and compassion, we will provide a sense of belonging in a safe, happy, and supportive environment, with clear and consistent boundaries. Our aim is to provide this through quality teaching, celebrating achievement, enriching experiences, and strong relationships. We aim to provide early intervention to ensure that the gap between disadvantaged children and their non-disadvantaged peers narrows as quickly as possible.

Common barriers to learning for the disadvantaged pupils at Orrell Lamberhead Green Academy can include more frequent difficult behaviours, attendance and punctuality, difficulties around mental health. The strategy supports the school improvement plan as the school is prioritising developing the wider curriculum, enabling children to know and remember more. The school is prioritising standards to ensure by the end of each key stage the gap between the disadvantaged and non-disadvantaged is narrowed. The final priority is attendance; we aim to establish a positive culture that promotes the benefit of high attendance to pupils and parents.

Our current strategy ensures that staff are fully equipped with the skills and knowledge to provide children with a broad and balanced curriculum. We prioritise quality first teaching and ensure that teachers have access to quality CPD that is linked to quality research. Staff have high expectations and ambition for all our pupils.

The key principles of our strategy are:

- We ensure that teaching meets the needs of all children
- We provide appropriate intervention when needed for vulnerable groups of children
- We regularly meet with staff to discuss the progress of groups of children with a particular focus on vulnerable groups such as, SEND and disadvantaged children
- Each teacher has a performance management objective linked to using research to improve teaching and provision for all
- We prioritise early reading as we know that this is a proven indicator for future success

Challenges

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

Challenge number	Detail of challenge
1	Early Reading
2	Address the impact of the pandemic on pupils' outcomes
3	Persistent absence and punctuality
4	The high level of need in communication and language needs on entry to the Foundation Stage
5	Several our disadvantaged children have multiple indicators, for example SEND, Child Protection

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
School prioritises early reading	Early reading is prioritised throughout the school. Phonics starts on entry to reception. Interventions for identified children support their progress. PSC re-sit result for our current Y2 children will be largely in line with national. PSC children in Y1 will achieve outcomes above national which is more in line with school's normal outcomes.
Take all necessary steps to improve attendance and punctuality	Children who are PA, EBSA or do not meet the school percentage for attendance will be picked up swiftly, targeted and supported by all needs reasonably possible in line with external guidance and expert advice.
A focus on communication and language in the EYFS	The EYFS Curriculum is created to promote speaking and listening. High quality texts promote a love of reading within a language rich environment. External support is sought and acted on as soon as a need is identified. This is carefully monitored by the class teacher, EYFD Lead, SENDCO and SLT.
Address the impact of the pandemic on pupils' outcomes	Children will achieve largely in line with their peers locally and nationally. Using internal

	tracking systems and the LA Data Profile to compare and evaluate outcomes. Pupil premium children are prioritised and discussed during Pupil Progress Meetings.
Several our disadvantaged children have multiple indicators, for example SEND, Child Protection, EAL, In-Year Admissions	A lot of time is dedicated to ensuring smooth transitions between year bands. School prioritises relationships and gets to know the children and parents extremely well. This creates a raised whole school awareness. Provision for PP pupils with more than one area of need is discussed and reviewed at pupil progress meetings. TA/Teacher discussions about provision for PP with multiple area of need take place. Wider community support for PP children and families. Parents having the information about who can support them in them in the wider community, for example, Family Hub networks, mental health teams. This will support the PP child and give the family the best opportunities to succeed or achieve their goals. Data outcomes from KPIs support all the above outcomes. Data is evaluated and supports next steps for identified groups of vulnerable children.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £164,565.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
Prioritising early reading	EEF (+5) Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4−7 year olds) as they begin to read. Teaching phonics is	1,2,3,4,5

	more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.	
Address the impact of the pandemic on pupils' outcomes.	Additional adults deployed to support smaller group focus and provide additional interventions. EEF (+4) Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.	1,2,3,4,5
A focus on communication and language in the EYFS.	EEF (+6) Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary, and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	1,2,5
Several our disadvantaged children have multiple indicators, for example SEND, Child Protection, EAL, In-Year Admissions.	The EEF recommendations for SEND children are as follows: 1. Create a positive and supportive environment for all pupils without exception 2. Build an ongoing, holistic understanding of your pupils and their needs 3. Ensure all pupils have access to high quality teaching 4. Complement high quality teaching with carefully selected small-group and one-to-one interventions 5. Work effectively with teaching assistants	6

EEF – Effective Professional Development	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.	1,2,3,4,5
Reading leader and access to consultant and online portal	Released for coaching and supporting early reading provision Effective Professional Development Promote, deliver, and design high-quality learning opportunities document EEF	1,2,4,5
Maths leader released to support maths provision across school	Released for coaching and supporting provision Effective Professional Development Promote, deliver, and design high-quality learning opportunities document EEF	2,5
AHT to work on Great Teaching Project	Book - John Tomsett: 'This much I know about… Truly Great Primary Teachers'	1,2,3,4,5
School Improvement Consultant Support	Effective Professional Development Promote, deliver, and design high-quality learning opportunities document EEF	1,2,4,5

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

Budgeted cost: £**56,671**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Several our disadvantaged children have multiple indicators, for example SEND, Child Protection	The EEF recommendations for SEND children are as follows: 1. Create a positive and supportive environment for all pupils without exception 2. Build an ongoing, holistic understanding of your pupils and their needs 3. Ensure all pupils have access to high quality teaching 4. Complement high quality teaching with carefully selected small-group and one-to-one interventions Work effectively with teaching assistants	6

1:1 and small group interventions to allow children to catch-up	Additional adults deployed to support smaller group focus and provide additional interventions. EEF (+4) Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.	1,2,4,5
School Led Tuition: Teacher led 1:1 tuition	EEF (+5) On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	1,2,3,4,5
School Led Tuition: Teacher led small group tuition	EEF (+4) Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.	1,2,3,4,5

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

Budgeted cost: £76,451.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
Take all necessary steps to improve attendance and punctuality	EEF - Attendance interventions rapid evidence assessment EEF - Evidence brief on improving attendance and support for disadvantaged pupils EEF - Attendance and reading key barriers to disadvantaged pupils' progress say three in four schools DfE - Working together to improve school attendance DfE - Improving school attendance: support for schools and local authorities In addition, the school will set out principles underpinning an effective whole school strategy for attendance as outlined in Improving attendance: good practice for schools and multi-academy trusts - Case study - GOV.UK (www.gov.uk) which addresses: • Leadership and Management • Relationships and Communication • Systems and Data • Intervention	3
Pastoral team to support children and families with supporting parenting strategies and working with external agencies.	EEF (+4) SEL (Social and emotional learning) interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment	3,5
Wigan Family Welfare Counselling Service	EEF (+4) Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are	3,5

	linked with poorer mental health and lower academic attainment.	
Extra-curricular activities subsided	Trips and visits are subsided for all children. Wider school experiences and extra-curricular clubs/opportunities.	5
Golden time	EEF (+4) Resources of quality golden time to ensure behaviour policy is consistent and works for all children.	3,5

Total budgeted cost: £297,688.49

Part B: Review of the previous academic year (2024-25)

Outcomes for disadvantaged pupils

INTENDED OUTCOME	Success Criteria
School prioritises early reading	***Early reading is prioritised throughout the school. Phonics starts on entry to reception. Interventions for identified children support their progress. PSC re-sit result for our current Y2 children will be largely in line with national. PSC children in Y2 will achieve outcomes above national which is more in line with school's normal outcomes.***

Impact:

Y1 PSC outcomes:

	School	Consortia	LA	National
Year 1 ALL	86	80	79	80
Year 1 PP	87		65	67

	Boys			Girls		
	School	**LA**	**National**	**School**	**LA**	**National**
Year 1 ALL	83	75	76	91	83	84
Year 1 PP	86	58	62	88	72	73

Y1 outcomes demonstrate that Y1 PP children at our school perform better than **Y1 PP** children locally and nationally.

Y1 outcomes demonstrate that Y1 PP children at our school perform better than **ALL** children locally and nationally

Boys and Girls perform better than their PP peers locally and nationally

Year 2 PSC outcomes:

	School	Consortia	LA	National
Year 2 ALL	100	93	89	N/A
Year 2 PP	100		49	45

	Boys			Girls		
	School	**LA**	**National**	**School**	**LA**	**National**
Year 2 ALL	100	46	48	100	52	56
Year 2 PP	100	44	41	100	57	50

Y2 outcomes demonstrate that Y2 PP children at our school perform significantly better than **Y2 PP** children locally and nationally.

Y2 outcomes demonstrate that Y1 PP children at our school perform better than **ALL** children locally and nationally

Boys and Girls perform significantly better than their PP peers locally and nationally.

Ofsted report February 2025 states…

The school has successfully prioritised a love of reading. Pupils of all ages speak excitedly about their favourite stories and the regular visits from a local author. From the early years onwards, staff enthusiastically share stories and rhymes with children to develop their language skills. Staff are remarkably skilled at delivering phonics lessons. If pupils need additional support, they are given prompt help to enable them to catch up quickly. The majority of pupils become confident and fluent readers by the end of Year 2.

Take all necessary steps to improve attendance and punctuality	***Children who are PA, EBSA or do not meet the school percentage for attendance will be picked up swiftly, targeted and supported by all needs reasonably possible in line with external guidance and expert advice.***

Impact:

Data overview:

There was a 1% improvement in the attendance of PP children at the end of 2024/25 compared to the previous year.
The % of PP children persistently absent improved by 0.24%
The number of pupil premium EBSA children reduced from 13 in 2023/24 to 7 in 2024/25.

Ofsted report 2025 states….

The school is unified in prioritising attendance. Where pupils' attendance rates are low, the school takes prompt, effective action to reduce absence. The school's excellent partnerships with its families helps these actions to be effective. The school is committed to maintaining the recent improvements it has made in pupils' attendance rates.

A focus on communication and language in the EYFS	***The EYFS Curriculum is created to promote speaking and listening. High quality texts promote a love of reading within a language rich environment. External support is sought and acted on as soon as a need is identified. This us carefully monitored by the class teacher, SENDCO and SLT.***

Impact:

Baseline data

Percentage on Track	CAL
All children	18%
PP	0%

EYFSP (% achieving the expected standard) – ALL children

		School			LA			National		
		ALL	BOYS	GIRLS	ALL	BOYS	GIRLS	ALL	BOYS	GIRLS
C & L	Listening, Attention & Understanding	76	69	81	78	72	84	82	77	87
	Speaking	78	69	84	80	76	85	83	78	88

EYFSP (% achieving the expected standard) – PP children

		School			LA			National		
		ALL	BOYS	GIRLS	ALL	BOYS	GIRLS	ALL	BOYS	GIRLS
C & L	Listening, Attention & Understanding	69	80	63	65	58	72	70	64	77
	Speaking	69	60	75	67	62	72	72	66	78

EYFSP outcomes demonstrate that ALL EYFS PP children at our school performed largely in line with their peers locally and nationally for L,A&U and Speaking.

EYFSP outcomes demonstrate that PP BOYS at our school performed largely in line with their peers locally and nationally for L,A&U and Speaking.

EYFSP outcomes demonstrate that PP GIRLS at our school performed largely in line with their peers locally and nationally for Speaking and below for L,A&U.

Ofsted report February 2025 states….

Many children start school without the typical knowledge and skills for their age. Staff in the early years carefully model language and vocabulary to regularly engage children in conversation.

This helps to quickly develop their communication skills and prepares children well for the demands of key stage 1.

Address the impact of the pandemic on pupils' outcomes	***Children will achieve largely in line with their peers locally and nationally. Using internal tracking systems and the LA Data Profile to compare and evaluate outcomes. Pupil premium children are prioritised and discussed during Pupil Progress Meetings.***

Impact:

KS1 outcomes for PP children: (*no national comparison for 2025)

	EXS		GDS	
	School	**LA**	**School**	**LA**
Reading	58	58	13	10
Writing	54	51	8	5
Maths	67	59	13	10

At the **EXS standard in Reading, Writing and Maths,** KS1 outcomes demonstrate that KS1 PP children at our school perform in line or better than **KS1 PP** children locally and nationally.

Y4 Multiplication Check – OUTCOMES FOR ALL children

Average Score in 2025		
School	**Consortia**	**LA**
21.9	21.2	21.1
% achieving full marks in 2025		
School	**Consortia**	**LA**
59.3	38.2	39.2

Y4 Multiplication Check – OUTCOMES FOR PP children

Average Score in 2025		
School	**Consortia**	**LA**
21.1	19.7	19.3

Y4 Multiplication check outcomes demonstrate that PP children perform better than LA and Consortia for average point score.

KS2 outcomes for ALL children:

	EXS				GDS			
	School	**Consortia**	**LA**	**Nat**	**School**	**Consortia**	**LA**	**Nat**
Reading	87	79	76	75	40	35	33	33
Writing	80	76	74	72	23	18	16	13
Maths	82	78	77	74	32	30	28	26

KS2 outcomes for PP children:

	EXS				GDS			
	School	**Consortia**	**LA**	**Nat**	**School**	**Consortia**	**LA**	**Nat**
Reading	82	70	65	63	27	24	24	21
Writing	68	65	62	59	23	11	9	7
Maths	73	63	63	60	36	19	18	15

At the **EXS standard in Reading, Writing and Maths,** KS2 outcomes demonstrate that KS2 PP children at our school perform better than **KS2 PP** children locally and nationally.

At the **GDS standard in Reading,** KS2 outcomes demonstrate that KS2 PP children at our school perform better than **KS2 PP** children locally and nationally and in **Writing and Maths perform significantly above their peers.**

Several our disadvantaged children have multiple indicators, for example SEND, Child Protection, EAL, In-Year Admissions	***Case studies demonstrating how PP funding is spent. Sharing this data with staff to raise awareness of resources and funding. A raised whole school awareness.*** ***Provision for PP pupils with more than one area of need is discussed and reviewed at pupil progress meetings. H*** ***TA/Teacher discussions about provision for PP with multiple area of need.*** ***Wider community support for PP children and families.*** ***Parents having the information about who can support them in them in the wider community. This will support the PP child and give the family the best opportunities to succeed or achieve their goals.*** ***Create data that supports all the above outcomes. Focus on a term at a time. Add actions and what we might consider moving forward to reflect implementation, intention, and impact.***

Impact:

KS1 outcomes for SEND children: **(*no national comparison for 2025)**

	EXS		GDS	
	School	**LA**	**School**	**LA**
Reading	50	28	22	4
Writing	25	21	13	2
Maths	38	33	0	5

KS1 outcomes for SEND children demonstrate that other than GDS maths, SEND children perform better than their LA peers

KS2 outcomes for SEND children:

	EXS				GDS			
	School	**Consortia**	**LA**	**Nat**	**School**	**Consortia**	**LA**	**Nat**
Reading	58	48	44	42	0	13	13	13
Writing	33	36	34	42	0	5	4	3
Maths	25	44	43	40	8	12	10	8

KS2 outcomes for SEND children demonstrate that even though at the GDS standard school is below LA and national in reading and writing, that at the EXS standard we are significantly above LA, Consortia and national for reading – demonstrating that we ensure as many of our SEND pupils leave school achieving the EXS STANDARD in reading.

Ofsted Report February 2025 states…

The school fosters an inclusive environment that is aspirational for the achievement of all. It has exceedingly high expectations of what pupils can achieve. Pupils live up to these expectations. They achieve extremely well and are fully prepared for the next stage of their education. Pupils with special educational needs and disabilities (SEND) are nurtured with compassion and supported well to succeed.

The school is highly ambitious for pupils, including those with SEND. It has carefully mapped out a broad and balanced curriculum with clear end points from the early years to the end of Year 6.

The school quickly identifies the needs of pupils with SEND. Parents and carers of pupils with additional needs appreciate the nurturing support that the school provides to them and their children. Thoughtful lesson adaptations ensure that pupils with SEND thrive in all aspects of their development.