

Pupil premium strategy statement – West Street Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 academic year) 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
West Street Primary School	
Number of pupils in school	177
Proportion (%) of pupil premium eligible pupils	89 (55%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-27 2027-2028 2028- 2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Jack Thompson (Headteacher)
Pupil premium lead	Catherine Duerden (Deputy Headteacher)
Pupil Premium Governor	Carole Shorrock (Pupil Premium Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,350
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At West Street, we believe that all pupils, regardless of their background or the challenges they face, can become successful, confident learners. We want our disadvantaged pupils to achieve alongside their peers at the highest levels and to make a positive contribution to society. The focus of our Pupil Premium Strategy is to support disadvantaged pupils in achieving this goal, including ensuring strong progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a particular focus on the areas where disadvantaged pupils require the greatest support. Evidence shows that this approach has the greatest impact on narrowing the attainment gap between disadvantaged and non-disadvantaged pupils while also benefiting all learners across the school.

We also recognise the additional challenges faced by vulnerable pupils, including those who have a social worker and young carers. The activities outlined in this strategy are designed to support these pupils' needs, regardless of whether they are disadvantaged or eligible for Pupil Premium funding.

Our approach is responsive to both the common barriers experienced by disadvantaged pupils and the specific needs of individual children. The strategies we have adopted are carefully selected to address these barriers and support positive outcomes for all pupils.

To ensure our approaches are effective, we will:

- Promote a culture of high expectations, attainment, and accelerated progress for all pupils through a whole-school approach in which all staff take responsibility for the outcomes of disadvantaged pupils.
- Use evidence-based research, including guidance from the Education Endowment Foundation (EEF) and other recognised sources, to inform decision-making and the implementation of effective strategies.
- Focus on individual outcomes, ensuring that every pupil's progress and attainment are monitored closely, including those who are higher attainers.
- Regularly review the impact of our provision and adapt our strategies to ensure resources are targeted effectively and pupils receive the support they need to succeed.

Challenges

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

Challenge number	Detail of challenge
1.	Our attendance data indicates that regular attendance is a challenge amongst our disadvantaged children. Pupils with poor attendance and punctuality often miss crucial learning opportunities, leading to gaps in their academic progress. Attendance is also being impacted by the ongoing cost of living crisis. This is creating additional personal and financial pressures that affects parents' ability to provide essential resources for their children's education and well-being.
2.	Our observations and data show us that our disadvantaged pupils have weaker literacy skills (Reading, Writing, Phonics, language and communication). Pupils who struggle with literacy find it difficult to access the full curriculum, which impacts their ability to engage with lessons and succeed academically. It can also lead to feelings of frustration, isolation and a lack of confidence.
3.	Our observations and data show us that many of our disadvantaged pupils have specific Special Needs, particularly ASD and ADHD. These pupils often struggle to learn and apply literacy and numeracy skills. They require a more individualised provision to facilitate learning. This involves higher pupil:adult ratios as well as teaching resources tailored to meet need.
4.	Discussions with pupils suggest that many of our disadvantaged children do not have rich and varied experiences meaning knowledge of the world and vocabulary acquisition are limited. This can also limit their personal development.
5.	Discussions and observations highlight the growing concerns around the mental health and wellbeing of our disadvantaged students, with many facing increased levels of stress, anxiety, and emotional strain. These emotional and social difficulties can directly impact their ability to focus on learning and fully engage in school life.

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
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils	Success criteria by the end of 2026/27: • The attendance gap between disadvantaged pupils and their non-disadvantaged peers will be reduced. • Whole-school attendance will be at, or increasingly in line with, national averages. • The proportion of pupils who are persistently absent or persistently late will decrease, with disadvantaged pupils attending at rates comparable to their peers. •
To maintain positive, trusting relationships with parents in order to provide support during the cost of living crisis and	Success criteria by the end of 2026/27: Parent feedback will demonstrate:

strengthen their ability to support their children's education	• Positive and productive relationships with school staff. • Clear, timely and effective communication between staff and disadvantaged families. • Valuable support from the school in addressing challenges associated with the cost of living crisis. • Increased attendance and engagement at school-led workshops and events. • A positive impact of school support on children's wellbeing, learning and engagement.
To improve oral language skills and vocabulary among disadvantaged pupils, including those with Speech, Communication and Language Needs (SCLN)	Success criteria by the end of 2026/27: • Assessments and observations will demonstrate significant improvements in the oral language skills of disadvantaged pupils. • Disadvantaged pupils will develop a sophisticated understanding of oracy, demonstrating increasing confidence in adapting their voice and communication skills for a range of audiences both within and beyond school. • Disadvantaged pupils will be able to articulate ideas clearly, deepen their understanding and engage effectively with others through speaking and listening. • Pupils with SCLN will make expected or better progress in their language development.
To improve phonics outcomes for disadvantaged pupils	Success criteria by the end of 2026/27: • End of Year Phonics Screening Check outcomes for disadvantaged pupils will be broadly in line with national averages. • The attainment gap between disadvantaged pupils and their peers in phonics will continue to narrow.
To improve reading and writing attainment among disadvantaged pupils	Success criteria by the end of 2026/27: • Internal assessment data will show disadvantaged pupils performing increasingly in line with their non-disadvantaged peers in reading and writing. • Key Stage 1 and Key Stage 2 outcomes will demonstrate that disadvantaged

	pupils achieve broadly in line with their peers in reading and writing. • The attainment gap between disadvantaged and non-disadvantaged pupils will continue to reduce across both subjects.
To improve reading, writing and mathematics outcomes for disadvantaged pupils with high levels of SEND	Success criteria by the end of 2026/27: • Assessments and observations will demonstrate that disadvantaged pupils with high levels of SEND are making sustained progress in reading, writing and mathematics. • Improved outcomes will enable pupils to access a broader range of curriculum content successfully and with greater independence. • Pupils will demonstrate increased confidence and engagement in their learning.
To enrich the education of disadvantaged pupils through a wide range of curriculum-linked experiences	Success criteria by the end of 2026/27: • All disadvantaged pupils will have the opportunity to participate in curriculum visits, enrichment activities and extra-curricular experiences. • Pupils will benefit from working with a diverse range of visitors, speakers and organisations within school. • These experiences will enhance pupils' knowledge, understanding and engagement with the curriculum. • Learning will become more memorable, meaningful and relevant through first-hand experiences. • Pupils' cultural capital, aspirations and understanding of the wider world will be increased.

	Parents will be supported to ensure that financial barriers do not prevent pupils from accessing enrichment opportunities.
To support and promote the mental health and wellbeing of all pupils, particularly disadvantaged pupils	Success criteria by the end of 2026/27: Sustained high levels of wellbeing will be demonstrated through: - Positive pupil voice outcomes. - Favourable feedback from pupil and parent surveys. - Teacher observations showing increased confidence, resilience and engagement in learning. - Reduced barriers to learning associated with social, emotional and mental health needs. - Increased participation in school life and learning opportunities.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £43,831

Activity	Evidence that supports this approach	Challenge number(s) addressed
Build capacity through effective mentoring, coaching and CPD Professional development to be provided in whole school areas. Priorities for development	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional	2a, 2b, 2c, 3, 4 & 5

include: Phonics, Reading, Writing and Oracy • LT member to provide support for subject leaders	Qualifications. 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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development "Instructional Coaching is currently the best evidence form of professional development we have, and has been proven to have direct impact on the progress of pupils in the classroom." - Simms, 2019	
Develop high quality teaching in Phonics • Continue to develop and improve teaching of Supersonic Phonic Friends DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils • Continue Lancs SSP and Advisory Service	Recommendation 2 states that we should create a leadership environment and school climate that is conducive to good implementation. "identify and cultivate leaders of implementation throughout the school" https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.+5months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2b, 2c, 3
Continue to implement a language rich curriculum • Continue to implement oracy across school	Research shows, children with low language acquisition are likely to achieve less well compared to their peers. Oracy narrows gaps, enabling less advantaged students to fulfil their potential. https://voice21.org/our-impact/	2a

Language focus throughout the curriculum through effective CPD/ initiatives	Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives. We also know that a focus on language and literacy is especially important for pupils with English as an Additional Language. https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	
Improve provision in Reading and Writing - Time out for English leads to improved provision - Regular coaching by LT link	Recommendation 1: Develop pupils' speaking and listening skills and wider understanding of language Recommendation 3: Teach reading comprehension strategies through modelling and supported practice Recommendation 4: Teach pupils to use strategies for developing and monitoring their reading comprehension Recommendation 5: Teach pupils to use strategies for planning and monitoring their writing https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	2a, 2b, 2c, 3

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

Budgeted cost: £ 51,614

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed oral language interventions Assess all Nursery & Reception pupils on entry using WELLCOM	Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may	2a, 2c, 3

• Use WELLCOM outcomes to identify S&L support • Implement support and review • Provide on-going training and support for staff	support some disadvantaged pupils to catch up with peers (+ 6months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions 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. (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Continue to purchase and embed reading & writing approaches: • Power of Reading • Spelling Shed • SuperSonic Phonics • Comprehension Ninja • Nelson Handwriting Provide staff with training and support to effectively deliver above	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. (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Reading comprehension strategies (+6month) involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.+5months	2a, 2b, 2c, 3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Set up more focused approach to provision for high level SEND children in KS1 and continue with existing KS2 provision: - Assess children using PIVATs & Boxall Profile then set specific targets for both learning & emotional support - Set up routines & expectations - Introduce Words First - Implement & review - Use advice from specialist teachers & E.P.s to develop and improve practice - Continue with Fireworks as KS2 high level SED provision	Disadvantaged pupils with high levels of SEND make sustained progress from their individual starting points in reading, writing and mathematics. Provision is more precisely matched to pupils' learning, communication and social-emotional needs through the use of PIVATs and Boxall assessments. Pupils demonstrate improved emotional regulation, engagement and readiness to learn as a result of clear routines, consistent expectations and targeted support. Staff confidence and expertise in meeting the needs of pupils with complex SEND increases through regular collaboration with specialist teachers and Educational Psychologists. The implementation of Words First strengthens pupils' communication, vocabulary and language development, enabling greater access to learning across the curriculum. Pupils accessing Fireworks and other targeted provision show improved wellbeing, resilience and participation in school life. Regular review processes ensure interventions remain effective, responsive and focused on achieving positive outcomes for individual pupils. Increased independence, confidence and successful inclusion enable pupils to access a broader range of curriculum experiences and make meaningful progress towards their personalised targets.	3
SATs small group tuition during school day & booster clubs after school for Y6	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as	2a, 2b, 2c

- Focus on Y6 tuition in Reading, Writing & Maths linked to whole class teaching input. - After school Maths booster club	having low prior attainment or at risk of falling behind. (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £48,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
HT to oversee disadvantaged strategy, including attendance with Pastoral/Attendance/Lead DSL - regular meetings - regular monitoring of disadvantaged - analysis of data - raise the profile of disadvantaged - termly review of strategy	Successful schools, 'have clear, responsive leadership.' DFE 'Supporting the Attainment of disadvantaged pupils: articulating success and good practice.' EEF Implementation Guide states that 'school leaders play a central role in improving education practices through high quality implementation' by 'defining both a vision for, and standards of, desirable implementation.' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation	1a, 1b, 2a, 2b, 2c, 3, 4, 5
Improve cultural capital by: - budgeting for cost of visitors in school to enhance curriculum experience e.g. first aid training, History visitors, KS2 robotics workshop - providing a range of local and not local visits that enhance curriculum. Reduce cost of visits for disadvantaged children	Collaborative learning approaches (+5months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches Extended school time (+3months) There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time. However, how this is implemented needs to be thought carefully about.	4

Encourage disadvantaged children to access choice of after school clubs	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	
Bursar & Attendance Lead to monitor attendance and persistent absenteeism. - First day response - Home visits - Meetings with parents - Supportive strategies e.g. breakfast available in all classrooms Attendance Lead regularly meetings with HT. Both meet half-termly with LCC Attendance Support Worker	Research has found a strong statistical link between absenteeism and underachievement (e.g. Gottfried 2011, 2013a; Hancock et al., 2013). Absence affects attainment, wellbeing and wider outcomes. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities DfE Research Report – Evaluation of Breakfast Clubs https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf	1a
Improve social and emotional needs through targeted, regular intervention - Regular class circle times during week - Nurture groups with specific focus informed by Boxall Profile - Counsellor/PlayTherapist works in school 1 day per week - Referrals for individual children and groups e.g. MHST, Young Carers	Social and emotional learning (+4months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	6
Support parents through the cost of living crisis and by providing strategies about how they can support their children with their education	Parental engagement (+4months) By designing and delivering effective approaches to support parental engagement... supporting parents to assist their children's learning or their self-regulation,	1a) 1b)

• Regular communication with parents of disadvantaged families • Support with cost of living through outside agencies and school based as and when needed • All children have access to free breakfast in school daily • Workshops with parents re: supporting home learning re: reading, phonics, using spelling shed & TT Rockstars • Specific workshops e.g. online safety, KS2 SATs and Phonics Screening • Ongoing support for parents by staff, especially Pastoral Lead, regarding wide range of issues	as well as specific skills, such as reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement The Children's Society in the UK highlighted that children from low-income families often struggle to concentrate and learn effectively when they are hungry, which affects their academic outcomes. Providing food support, such as breakfast programs or free school meals, has been shown to improve both attendance rates and academic performance.	
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Total budgeted cost: £144, 345

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Speech and Language	Speech Bubble
Maths Mastery	Lancashire Red Rose
Talk Programmes	Lancashire Council
Head Start	Cambridge Publishers
Times Table Rock Stars	Maths Circle