

Pupil premium strategy statement 2024-27

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 period and the effect that last year's spending of pupil premium had within our school. This report gives detailed rationale and evidence to support our activities and the impact these activities will have.

School overview

Detail	Data
School name	Lower Kersal Community Primary School
Number of pupils in school	242
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 to 2026/27
Date this statement was published	September 2025
Date on which it will be reviewed	July 2027
Statement authorised by	Miss Sarah Steward
Pupil premium lead	Mr Daniel Rutter
Governor / Trustee lead	Mr Paul Scott

Funding overview

Detail	Amount
Pupil premium funding, including recovery funding, allocation this academic year	£187,850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£187,850

Part A: Pupil premium strategy plan

Statement of intent

At LKPS we strive to ensure that high-quality teaching, targeted academic support and wider strategies lead to our disadvantaged and vulnerable pupils achieving outcomes that are at least in line with their non-disadvantaged peers. Our ultimate objective is to diminish the attainment gap between disadvantaged and non-disadvantaged pupils, evidence from across the English school system including the EEF, shows that using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils.

We will consider the challenges faced by our disadvantaged pupils in the creation of this plan and when considering how the allocation will be spent. The activity we have outlined in this statement is also intended to support the needs of pupils regardless of whether they are disadvantaged or not.

Our current pupil premium strategy plan works towards achieving this by prioritising the development and improvement of teaching across the school, including highly effective interventions and the removal of additional non-academic barriers for our pupils. These have proven to have the greatest impact on diminishing the attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our statement is also integral to the wider school plans for educational recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected by the pandemic, regardless of whether they are or are not disadvantaged.

Our approach is responsive to common challenges identified and individual needs, rooted in robust diagnostic assessment, and is not based on assumptions about the impact of disadvantage. All approaches adopted in this statement and in LKPS complement each other to help pupils excel. To ensure they are effective, we will:

- Ensure all children have access to quality first teaching
- Support our families to thrive
- Support individuals with specific needs including mental health
- Ensure our school promotes the extensive personal development of our pupils
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Low levels of speaking and listening skills for many the children. This is evident from Reception baselines and is prevalent throughout KS1 and KS2, particularly in disadvantaged pupils. -+
2	Low baseline of attainment on entry to EYFS. Evident from the Reception baseline assessment.
3	Lack of aspiration – few children have close experience of university and a wide range of careers. Few children have a great awareness of aspirational opportunities opportunity and therefore desire to succeed.
4	Low attendance or persistent absenteeism and high levels of mobility.
5	Lack of engagement by some parents along with their perceived low importance of educational outcomes. Low level of attendance at some school educational events by parents as well as engagement with educational ambition evident with the impact this has on attendance.
6	Social and economic factors – including life experiences. Due to this, children do not have access to enrichment opportunities outside of school to enrich their learning, evident in curriculum work. • School deprivation indicator – 0.34 • Acorn data demonstrates that our families are considered as falling into the Urban Adversity categories demonstrating a high level of social and economic deprivation.
7	Safeguarding and emotional barriers. Safeguarding and emotional barrier have been impacted and more external referrals are being made and at a quicker pace. The development of a mental health team and a clear Personal Development offer has reflected this. The number of pupils with additional SEMH needs has increased significantly.
8	Low academic baseline entry points. Mobility at LKPS is high and many pupils join us with EAL therefore their entry baseline is low and receive targeted intervention to eliminate these barriers in order for them to succeed.

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
Improve the quality of teaching so that outcomes for all pupils improve	- Pupils' attainment will improve and demonstrate an upward trend in all of the following areas: - GLD - Phonics Screener - KS2 Reading, Writing and Maths
The attainment gap between disadvantaged and non-disadvantaged will be diminished at all statutory assessment points.	Identified gaps between groups will be closed across all year groups
Disadvantaged pupils have aspirations for, and knowledge, of career options and the desire and motivation to achieve academic and personal goals.	Pupil Voice demonstrates that there has been an improvement in aspiration of pupils specifically those that have taken part in the INTU University Programme and other areas of the school's Personal Development offer.
Absence and persistent absentee rates for disadvantaged pupils are at least in-line with national	- Attendance figures evidence a diminished gap between the non-disadvantaged/disadvantaged pupils - Identified pupils' attendance shows improvement over time.
Pupils with SEMH needs are supported by school staff so their needs are removed or alleviated	- Pupil and parent surveys demonstrate that school has supported pupils and families - School representative attends multi-agency meetings - School maintains CAHMS, TiE and PIT links to support pupils - Behaviour incidents for pupils with SEMH decrease over-time.

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.

Targeted academic and teaching support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide Speech and Language teacher 1 days per fortnight to work in EYFS – SDP Priority 2	Speaking & Listening skills are low for the majority of children on entry to EY. EEF published the results of a large-scale effectiveness trial of the intervention. The statistically significant results from 193 schools demonstrated that the programme increased the language skills of 4- to 5- year-olds by an additional three months. The result has a very high security rating: 5 out of 5 on the EEF padlock scale. According to the latest data released by the DfE (24 June 2021), speech, language and communication needs (SLCN) are the most common type of primary special educational need (SEN) in state schools.	1
Additional support staff employed to work in EY, KS1 and KS2 to help improve standards and enhance provision – SDP Priority 2	Starting points for pupils are low and small group interventions (RWI, NELLI, WELCOMM, SALT, SEMH) led by specially trained support staff, demonstrate acceleration in progress as recommended by the EEF. Research has shown that TAs who are sufficiently trained and used correctly within the classroom – for example, as a supplement to teachers and not a replacement – can have a positive impact on pupil engagement and attainment. (Deployment of TAs in Schools, DfE: 2019)	2
After school small group tuition for identified pupils – SDP Priority 2	Many pupils begin to fall behind due to low starting points or poor attendance. We need them to catch up with, keep up with and push past their peers. EEF research states that small group tuition is effective in accelerating progress.	2/4
CPD opportunities to further improve quality first teaching and	Effective CPD will ensure consistently good teaching that will impact on pupil progress and attainment. Quality first	8

additional tailored CPD to establish specialist intervention staff to work across the school to improve behaviour and progress, including phonics – SDP Priority 2, 3 and 5	teaching is fundamental to the pupils' progress and attainment. Effective feedback involving metacognitive and self-regulatory approaches has a greater impact on disadvantaged pupils and lower prior attainers than other pupils as researched by the EEF.	
Targeted support for pupils with SEMH needs to support them to make progress towards identified targets that will enable them to access their education successfully – SDP Priority 2 and 4	The largest proportion of pupils on the SEN register have their primary area of need identified as either SEMH or SALT. This signifies an increased need for targeted intervention to support progress towards identified targets. Research conducted by EEF suggests social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Progress of these pupils is not just measured academically but also progress made towards individual targets.	7

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
School to support families financially to allow their children to attend a range of trips, visits and special events – SDP Priority 4	Due to the high levels of deprivation, some children have low aspirations and a lack of cultural capital. Attendance levels are often low due to a lack of aspiration from the parent. We need children to want to come to school and for parents to want to send their children to school.	3/4/6
Support staff used to ensure a programme of extra-curricular activities are available to all pupils. – SDP Priority 4	The majority of children have a lack of experience of hobbies, interests and have unfound talents. Evidence via the EEF demonstrates that there are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.	4/5/6
Purchase of additional time from specialist providers such as, Educational	Some pupils have emotional/educational barriers to their academic performance or mental health. Therefore, services are required	7

Psychologists, counselling services, PIT, EMTAS – SDP Priority 2 and 4	to identify and help remove these barriers.	
Hardship fund established to support families in crisis – SDP Priority 4	Children can be at a disadvantage and lack of the necessary resources for school due to financial restraints therefore this barrier needs to be removed so every child has equal opportunities.	6
Release time for staff to work with outside agencies or attend meetings linked to pupil support – SDP Priority 2 and 4	Some pupils have SEN related barriers to their academic performance or mental health. Therefore, additional support to improve this is required to ensure all children thrive. Staff training is fundamental to the sustainability of this initiative and their participation in multi-agency meetings to ensure the child receives the best possible support. Research suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. Therefore, intervention can have a moderate impact on attainment but a significant impact on improving the child's mental health.	7
School provides a range of support services, such as mentoring and respect programmes, to tackle anti-social behaviour and support mental health. – SDP Priority 4	There is an increased number of pupils requiring mental health support. Our referrals to outside agencies have increased over the past year to support pupils with these identified needs. LKPS works closely with i-Reach to offer intensive, timely support for pupils with identified needs. School continues to work closely with all outside agencies to arrange timely support for families and pupils.	6/7
Access to a nurture club at lunchtime for identified pupils – SDP Priority 4	Some children have been identified as vulnerable and need support, will have access to a club that will allow them to thrive.	7
A whole school Personal Development offer launched and developed – SDP Priority 4	Many pupils may not be provided with opportunities outside of school to improve their overall personal development. Additionally, many pupils require additional learning, in-line with what internal CPOM data is telling us, to improve their awareness around identified issues that are prominent in the school/community. E.g. racist and homophobic discrimination	6/7

Total budgeted cost: £187,850

Part B: Review of outcomes from academic year 2025/26

Pupil premium strategy outcomes

Impact Statement 2025-26

Statutory Assessment Data

KS2

KS2			
Criteria	R SCHOOL	W SCHOOL	M SCHOOL
Expected Standards			
NFSM (National)	23.3% (??%)	63.6% (??%)	23.3% (??%)
FSM (National)	20% (??%)	36.8% (??%)	26.7% (??%)
Difference	-3.3%	-26.8%	-3.4%
	FSM	NFSM	Difference
Combined All - 53.3%	31.6%	54.5%	-22.9%

KEY FINDINGS/FACTS	ACTION REQUIRED
No significant gap between FSM and NFSM in Reading and Maths	None
FSM/NFSM gap in Writing = 26.8% (NFSM higher)	Further CPD in regards to the teaching of oracy and the teaching of greater depth pupils to challenge and stretch. Moderation of writing to be developed. Foundational errors to be a focus of razor-sharp feedback in every lesson.
Combined FSM/NFSM gap = 22.9% (NFSM higher)	See above

Phonics Y1

Criteria	PASS %	Difference
NFSM	84%	-19%
FSM	65%	

KS1

KS1			
Criteria	R SCHOOL	W SCHOOL	M SCHOOL
Expected Standards			
NFSM	88%	76%	92%
FSM	64.7%	58.8%	82.4%
Difference	-23.3%	-17.2%	-9.6%
	FSM	NFSM	Difference
Combined	52.9%	76%	-23.1%

KEY FINDINGS/FACTS	ACTION REQUIRED
NFSM outperformed FSM in Reading, Writing and Maths Maths attainment significantly higher than other subjects Significant combined gap	Develop delivery of reading sessions following completion of the phonics programme. Develop a love of reading across school. Continue to improve the teaching of phonics. Continue to monitor inclusive practice and adaptations to support all children's learning.

EYFS

EYFS			
	FSM	NFSM	Difference
GLD	58.3%	58.8%	-0.5%

EY KEY FINDINGS/FACTS	ACTION REQUIRED
No significant gap between FSM and NFSM achieving a GLD	None