Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 academic years) 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
School name	Kirkham and Wesham Primary School
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 to 2027
Date this statement was published	July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Jane Smethurst (Headteacher)
Pupil premium lead	Jane Smethurst
Governor / Trustee lead	Misia Barclay (CoG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 26/27	£91040
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	£91040

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This is done alongside research conducted by the EEF.

By July 2027, disadvantaged pupils will achieve strongly across the curriculum, making accelerated progress from their starting points. The attainment gap between disadvantaged and non-disadvantaged pupils will be reduced in reading, writing and mathematics, with disadvantaged pupils achieving outcomes increasingly in line with their peers and national expectations. Assessment information, book scrutiny and pupil voice will evidence high levels of engagement, improved confidence and sustained academic success, along with purposeful enrichment to enhance the curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Delayed speech, language and communication development, limiting some pupils' ability to access learning, articulate understanding and engage confidently with peers and adults.
2	Lower-than-expected starting points on entry to the Early Years Foundation Stage across several areas of learning, requiring targeted support to close developmental and academic gaps.
3	Increased prevalence of social, emotional and mental health (SEMH) needs, which can impact self-regulation, resilience, engagement and readiness to learn.
4	Attendance and persistent absence concerns for a proportion of pupils, resulting in reduced access to teaching, learning opportunities and wider school experiences.
5	Complex family circumstances, including involvement from external agencies and children's social care services, which can impact wellbeing, stability and educational engagement.
6	A significant overlap between disadvantaged pupils and those with Special Educational Needs and Disabilities (SEND), creating multiple and often

	compounded barriers to academic achievement, access to cultural capital and personal development.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan** for disadvantaged pupils and how we will measure whether they have been achieved.

Intended outcome	Success criteria
The gap between disadvantaged/non-disadvantaged will be narrowed.	By July 2027, the attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing and mathematics will reduce, with disadvantaged pupils making at least expected progress and achieving at least in line with national averages.
Children Key Stage 1 ready for their next step in their education.	Gap between disadvantaged/non-disadvantaged GLD reduced and pupils are well placed to continue to make good progress in reading, writing and maths.
Children will have the skills to read widely, often and for pleasure.	Achieve at least in line with national average, attainment gap in reading reduced. Literacy Counts Ready Steady Read use high-quality class texts to ensure all pupils access a range of texts they may not have had opportunity to previously access, Reading for pleasure initiatives will have a high profile across school. Author studies, library development and regular home reading opportunities. Strengthening community links with the local library. Welcoming reading areas in every classroom. Develop library areas for all pupils to access and engage in reading activities.
Progress in reading for all pupils is at least good	An increased number of pupils will achieve at least in line with national average progress scores in reading. Pupil progress meetings identify any pupils at risk of underachievement, with targeted interventions leading to rapid improvement.

	Lesson observations, pupil voice and work scrutiny show that pupils are reading confidently, fluently, and with increasing comprehension.
Progress in writing for all pupils is at least good	An increased number of pupils will achieve at least in line with national Average progress scores on writing. Gaps in writing attainment and progress between disadvantaged pupils, pupils with SEND, and their peers continue to narrow. Pupil progress meetings identify pupils at risk of underachievement, with timely interventions resulting in accelerated progress. Book scrutiny evidences clear progression in writing skills, including composition, transcription, vocabulary, grammar, punctuation, and spelling. Team moderation meetings to ensure consistency. Lesson observations and pupil voice demonstrate that pupils write confidently, purposefully, and for a range of audiences and purposes.
Progress in maths for all pupils is at least good	An increased number of pupils will achieve at least in line with national Average progress scores on maths. Gaps in mathematics attainment and progress between disadvantaged pupils, pupils with SEND, and their peers continue to narrow. Pupil progress meetings effectively identify pupils at risk of underachievement, with targeted interventions resulting in accelerated progress. Book scrutiny, lesson observations and pupil voice demonstrate secure understanding, fluency and increasing confidence in applying mathematical concepts.

	Pupils are able to reason mathematically, solve problems independently and apply their learning across a range of contexts.
Improved school attendance and punctuality for all pupils	Attendance will be above 95% and persistent absences will be reduced. Attendance concerns are identified and addressed promptly through effective monitoring, intervention, and support. Parents and carers demonstrate increased engagement with attendance expectations and school support processes. Attendance interventions show a measurable impact, resulting in improved attendance for targeted pupils. Pupils understand the importance of good attendance and punctuality and can articulate the impact on their learning and achievement. Termly attendance data demonstrates sustained improvement and positive trends across all pupil groups.

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: £55200

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality EYFS provision/staff with a focus on Communication and Language, early reading, vocabulary development and parental engagement. Targeted support for disadvantaged children through evidence-based interventions.	Research shows that early language development and high-quality early years provision have a significant impact on later attainment, particularly for disadvantaged pupils. The EEF identifies oral language interventions as having a high impact on learning.	1, 2, 5
Additional support staff recruited to scaffold learning in lessons and ensure adaptations are appropriate for all learners	Research shows that early intervention by skilled staff addressing specific barriers to learning helps unlock the learning potential Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 5
Staff CPD -Mastery, WRM and personalising PowerPoints to meet every child's needs Collaborative and active learning strategies and in the moment feedback	High quality CPD in place, all from research base, Mastery learning approach in mathematics using WRM. Early Years, Mastery Maths to consolidate and built into provision. Number Sense to be used to support understanding Mastery learning | EEF (educationendowmentfoundation.org.uk) Collaborative and active learning approaches have a positive impact, +5 months on average, and may be a cost-effective approach for raising attainment.	2, 3,4, 5

	Collaborative learning approaches | EEF (educationendowmentfoundation.org.uk) Providing feedback is a well-evidenced and has a high impact on learning outcomes. Live marking takes place in all lessons. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback | EEF (educationendowmentfoundation.org.uk)	
Improve reading comprehension outcomes for all pupils and narrow the gap between disadvantaged and non-disadvantaged pupils	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk) The new reading scheme that reduces barriers to reading achievement by ensuring all pupils access the same high quality texts and rich language experiences. The vocabulary rich texts broaden children's language and cultural capital. Explicit teaching of vocabulary within meaningful contexts supports disadvantaged pupils who may have had fewer experiences/opportunities for language development. Texts are accessed together meaning pupils are not disadvantaged by weaker decoding skills. All children participate and engage in discussions about the texts. Structured discussions, questioning, drama and partner talk provide opportunities for pupils to rehearse language and articulate their thinking. The scheme explicitly teaches pupils how skilled readers think, monitor understanding and improve comprehension. It is a structured and progressive scheme ensuring our reading curriculum is coherent for all learners across school. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: A systematic approach ensures pupils achieve well in Y1 Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 3, 5
Quality first teaching using appropriate adaptations including CPD.	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support 'These interventions should be targeted at specific pupils using information gathered from assessments and their	1, 2, 3, 5

To monitor progress in lessons to ensure misconceptions and gaps are identified quickly. Quickly identify barriers and address them and identify children who require catch up and more targeted intervention. Pupil progress meetings and regular monitoring of targeted interventions to ensure impact.	effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.' Pupils receive explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, using technology (EEF 5 a day principle)	
Children will be explicitly taught to self-regulate independently to ensure learning time is not lost.	The average impact of metacognition and self-regulation approaches is high (+8 months additional progress) however, it can be difficult to realise this impact in practice. Teachers should be supported to both explicitly teach metacognitive strategies and to promote metacognitive skills in lessons.	3,4,5

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk Boost	Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. (EEF Toolkit)	1,2,5
IDL	Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word	1,5

	recognition to comprehending the text. (EEF Toolkit)	
Toe by Toe	Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text. (EEF Toolkit)	5
Precision teaching	There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidence informed interventions that target specific areas of difficulty. (EEF Toolkit)	1,5
Thrive approach as part of the inclusion hub. Training completed	Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching. Self-awareness: expand children's emotional vocabulary and support them to express emotions. Self-regulation: teach children to use self calming/regulation strategies and positive self-talk to help deal with intense emotions. Social awareness: use stories to discuss others' emotions and perspectives. Relationship skills: role play good communication and listening skills. (EEF Toolkit)	3,4,5
Colourful semantics for EAL pupils	On average, oral language approaches have a high impact on pupil outcomes. Interaction for learning is a key aspect of these interventions. Approaches often involve spoken interactions between the practitioner and pupils and between peers. Oral language interventions can be effective approach for disadvantaged pupils. (EEF toolkit)	1,2,5
Fine motor intervention	The EEF's Early Years Toolkit finds that physical development approaches may also benefit children's cognitive development. Focusing on a specific physical development skill can help children improve competency in that skill. Physical development approaches may be more effective when educators thoughtfully vary the difficulty of tasks, provide feedback to children, combine instruction with active	2,5

	play, provide a range of resources and environments, including outdoors, for physical activities, and draw on theories of learning to design activities.	

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

Budgeted cost: £ 35640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sensory and pastoral support	Targeted intervention address base needs of children so that they can better access curriculum and regulate behaviours building on from the behaviour curriculum.	1, 2, 3, 4,
Library refresh, new books and reading corners in all classrooms	Exposure to quality texts improves the outcomes for all children DfE reading framework.	1, 2
Access to trips and wider opportunities to enhance learning	Greater connection to learning and improved outcomes in curriculum areas	
Learning Mentor to champion attendance This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	Emotional avoidance attendance initiative introduced to target most vulnerable families that have the lowest attendance – evidence from the local authority working party on improving attendance EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	3, 4, 5
Parental engagement days inked to curriculum	Build strong family links to base all interaction on and promote improved engagement and outcomes	3, 4, 5
Lunch time & play time support and resources for increased opportunities for better play	Develop friendships and belonging to	3, 4, 5
High quality texts for all through whole class reading sessions	Exposure to quality texts improves the outcomes for all children DfE reading framework	1, 2
Whole staff training on relationship and behaviour management approaches with the aim of developing our school ethos and continuing to	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	1, 2 3, 4

improve behaviour for learning across school.		
Improve the quality of social and emotional learning.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	3, 4, 5
To improve metacognition and ability to self regulate including establishment of sensory room	Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils, less is known about how to apply them effectively in the classroom. Metacognition and Self-regulated Learning | EEF (educationendowmentfoundation.org.uk)	

Total budgeted cost: £ 91,297 (£3480 carry forward)

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 2024 to 2025 academic year.

Intended outcome	Success criteria	Evaluation
Children Key Stage 1 ready	*Gap between disadvantaged/non-disadvantaged GLD reduced*	2025 GLD 73% PP attainment - 3 disadvantaged pupils, 1 met GLD however, progress from starting points is good. Extra transition times provided for PP pupils to ensure a smooth transition to Y1. CPD fro Y1 teacher to ensure high quality teaching and learning
Children have skills to read widely, often and for pleasure	Achieve above national average PSC, attainment gap in reading reduced	PSC is above national average, 92% of children met the check. PP 5/6 pupils achieved above the expected standard. Daily targeted interventions have been in place to support with progress and will continue to be a focus next year. All classes have developed an inviting reading area. PP childern are heard read daily. Reading afternoons for parents and children in school.
Progress in reading	Achieve above national Average progress scores on Reading	92% of pupils in Year 1 achieved the expected standard in the phonics screening check. 66% of Y2 pupils achieved the expected standard in reading compared to 50% of PP 9 PP pupils, 4 of which are SEN. KS2 66% achieved the expected standard. 3/7 PP pupils achieved the expected standard. However, assessment tracking shows pupils made better than expected progress. Three pupils missed the expected standard by one mark. All classrooms have an inviting reading area. Greater focus on reading home.

		All pupil premium children are heard read in school everyday. Staff training on expectations of the teaching of reading. All classes complete daily guided reading sessions. Introduction of weekly wow words to enhance vocabulary development. WOW words now have a tiered approach and are shared with parents each week. Knowledge organisers linked to topics include topic specific vocabulary and are also shared with parents and used as a teaching tool in lesson times. Mind maps are used in classes to aid retention of knowledge and vocabulary.
Progress in writing	Achieve above national Average progress scores on Writing	KS2 Y6, 66% of pupils achieved the expected standard in writing. 57% of PP pupils achieved the expected standard. Focused interventions all year to support good progress for PP pupils. Writing moderation to ensure consistency of assessments. Introduction of weekly wow words to enhance vocabulary development. Oracy training for all staff to promote high quality spoken language to support writing. Whole school focus on handwriting, training given to staff.
Progress in maths	Achieve above national Average progress scores on maths	KS2 Y6 70% pupils achieved . 7 PP pupils, 2/7 achieved the expected standard, 2 pupils missed by one mark. Focused interventions all year. Booster sessions were run after school. Maths subject lead provided training for all staff. New maths scheme WRM introduced. Numbersense introduced to improve the multiplication and division gap. New Maths subject leader TTRS used to improve fluency.

Improved school attendance and punctuality	Attendance above 95%	Whole school attendance is 95.5% for the year. PP attendance is 94% We celebrate good attendance in assemblies and give rewards. Office staff follow up absent children with a phone call home. Home visits are complete when necessary. Our Learning Mentor supports families to encourage good attendance. Learning Mentor attends attendance cluster meetings. Attendance officer support us with persistent absentees and families.

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
Lancashire Mastery Maths	LCC
White Rose Maths scheme	White Rose Education
Success for all Phonics	FFT
Tutoring with Lightning Squad (TWL)	FFT
Routes to Reading	FFT
Reciprocal Reading	FFT
Mastering Number	NCETM
Accelerated reading	Renaissance
Times Tables Rock Star	Math's Circle
Numbersense	Numbersense