

Pupil premium strategy statement

This statement details Pendle Primary Academy'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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Pendle Primary Academy
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2025/26, 2026/27, 2027/28
Date this statement was published	October 2025
Date on which it will be reviewed	November 2026
Statement authorised by	S Thompson
Pupil premium lead	S Thompson
Governor / Trustee lead	A Littlewood (LAC Representative)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£183,315
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total PP 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	£183,315

Part A: Pupil premium strategy plan

Statement of intent

Children at Pendle Primary Academy will achieve highly across the curriculum through quality first teaching, targeted academic support and wider activities. Disadvantaged pupils will access quality teaching and support led by trained professionals, as well as a robust curriculum offer which supports all children in achieving their full potential.

At Pendle Primary Academy, we provide pastoral support for both children and families which are identified by the school as those who are vulnerable. We aim to increase attendance for disadvantaged pupils, and work with a Child and Family Wellbeing Lead to ensure that children and their families are appropriately supported. In this way we aim to diminish the differences between our disadvantaged pupils and their non-disadvantaged peers, providing them with support to enable them to experience the full learning experience that the school has to offer.

We offer a wide range of opportunities both in and out of school to raise the cultural capital and broaden the ambitions of our disadvantaged children and their families. We work in conjunction with our parents to raise the expectations for our children. In doing this, we impact positively upon children's academic outcomes as well as their mental health and well-being.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To increase the proportion of disadvantaged pupils in school who achieve or exceed nationally expected progress rates.
- To support the health and wellbeing of our pupils and their families to enable them to access learning at an appropriate level.

We aim to achieve these through:

- Ensuring that teaching and learning meets the needs of all pupils.
- Providing appropriate provision for pupils who belong to vulnerable groups, ensuring that the needs of socially disadvantaged pupils are met.

Recognising that not all pupils who are socially disadvantaged will be registered or qualify for free school meals, we therefore support any pupils or groups of pupils within the school that have been legitimately identified as being socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Deprivation in the local area means that PP children in school have limited life experiences and can struggle to engage in the curriculum due to a lack of cultural capital .
2	Children have high needs for their emotional health and wellbeing .
3	Communication, language and reading skills are low upon entry to school, due in part to variable use of English within family homes.
4	Attendance of children is particularly impacted by extended family holidays alongside other reasons for absence.

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.

Challenge number	Intended outcome	Success criteria
1	Children in school will have had equal access to a wide range of life experiences and have developed greater cultural capital through these, enabling them to engage in the curriculum.	All Pupil Premium children participate in a range of activities, including curriculum enrichment opportunities to provide a stimulus for learning. Children demonstrate increased capacity to access learning independent of additional support.
2	Children's emotional health and wellbeing needs are fully met, enabling them to access their learning and better regulate their behaviours and emotions.	Feedback indicates that Pupil Premium children and families feel appropriately supported by the school in meeting their emotional health and wellbeing needs. Staff are more available for whole classes/group interventions as a result of declining disruptions to lessons and learning.
3	English communication, language and reading skills progress rapidly from entry points, reducing the impact of this barrier to learning and allowing a greater proportion of children to independently	Pupil Premium achievement at key points compares favourably to available national benchmarks – by the end of school, attainment is at least in line with national averages at Key Stage 2.

	access the demands of the school's curriculum.	
3	Children are effectively taught skills underpinning Oracy, encouraging linguistic skills in all areas of the curriculum, supporting a better understanding of their learning and improving social mobility in later life.	Oracy remains a key tool underpinning school development; the academy exemplifies strong practice is delivering Oracy to all children and continues to be an accredited Oracy Centre of Excellence. Parents are engaged to support their children and increase their own confidence in basic skills; there is a wide range of support offered to parents to help them develop these skills and confidence levels.
4	Parents and families are positively engaged with school attendance, and avoid extended holidays in term time.	Attendance of Pupil Premium children to be at least in line with national figures, and improving. Levels of persistent absenteeism amongst children eligible for the Pupil Premium to be at least in line with national figures, and improving.

Activity in this academic year – 2025/26

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils	Quality first teaching is a top priority and will have the biggest impact as evidenced in The EEF teaching and learning toolkit .	1, 2, 3
Whole-class approaches to phonics and guided reading	Whole-class delivery of phonics and reading comprehension strategies are support by EEF toolkits on phonics and reading comprehension .	3
Support wider staff CPD through appointment of a dedicated CPD lead / lead practitioner.	High-quality teaching is the top priority for all children; this includes ensuring targeted CPD for all staff to improve pedagogy. We recognise that supporting staff to develop their pedagogy is important to ensuring the quality of teaching, as evidenced in guidance from the EEF – professional development document .	3
All children access a programme of curricular enrichment as part of a whole-class curricular approach.	Children accessing a curriculum enriched with a variety of opportunities underpin the school's entire curricular offer. The EEF shows this has a positive impact on children's learning when integrated into the curriculum. EEF – art participation	1
Targeted specialist input (specialist teacher and S<) to upskill staff.	Supporting staff to develop their pedagogy is important to ensuring the quality of teaching, as evidenced in guidance from the EEF – professional development document .	3
Developing a dialogic classroom, including CPD for all staff members to upskill on teaching in a dialogic classroom.	Links between oral language skills and literacy, as well as broader educational outcomes, are well evidenced in academic literature, in particular for younger children and those who struggle to learn to write. EEF – oral language interventions consistently show positive impact on learning. Exploratory Oracy activities also require collaborative learning, ensuring that the pupils work together to complete tasks, which the EEF states has a high impact on learning.	3

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

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support targeted children to help raise progress and confidence (includes same-day interventions, targeted teacher group input, teacher-led phonics interventions and early morning language boosters in KS1)	Interventions provide intensive learning support in small groups to enable children to progress. The EEF supports small group work as a key to success as well as collaborative learning approaches . Teacher-led phonics interventions are supported by the EEF phonics toolkit .	3
Speech and language therapist employed to work with targeted children, supported by an additional level 3 TA for wider reach.	EEF – oral language interventions consistently shows positive impact on learning whilst using high quality small group interventions .	3
Specialist teacher employed to provide direct access for staff and children to specialist input at point of need.	EEF in their tiered approach document as well as the EEF SEND in mainstream document, recognises the importance of targeted provision for pupils with SEND. Skilled professionals supporting the education of the most vulnerable children has a positive impact on pupils' progress and improving attendance. This is achieved through a 1-1 tuition approach evidenced as in EEF toolkit – one-to-one tuition .	3, 4
IDL intervention to support targeted children.	IDL supports pupils English and maths skills through individualised instruction. Each child is provided with a personalised programme of work depending on their need. The EEF states that individualised instruction has a moderate impact on a child's learning	3

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

Budgeted cost: £ 59,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School employs two counsellors, as well as a family support worker / attendance officer to work closely with children at risk of crisis and/or absence.	EEF Teaching and Learning Toolkit states that supporting parental engagement, including general support with families in crisis can have a moderate effect on pupil progress, as well as improving attendance. Skilled professionals providing care to the most vulnerable children has a positive impact on pupils' progress and improving attendance. We understand the importance of long-term effects of school-based counselling within school to support those children who may be at risk of crisis and/or need support with emotions. Place2Be supports the approach suggesting an increase in the mental health of children within schools was not just greater that year, but estimated to continue in future years. Place2Be – Long term effects of school-based counselling in UK primary schools.	2, 4
Free breakfast club to enable a soft landing into school for targeted children.	Skilled professionals providing care to the most vulnerable children has a positive impact on pupils' progress and improving attendance.	2, 4
The school's family support worker to organise basic skills sessions (ESOL classes) for parents, developing their confidence when supporting their children's learning.	EEF Teaching and Learning Toolkit states that supporting parental engagement , including supporting parents literacy skills can have a positive effect on pupil progress.	3, 4

Total budgeted cost: £ 214,000

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.

Challenge 1 – Cultural capital

100% of children (only limited by on-the-day attendance) accessed the following curricular experiences last year:

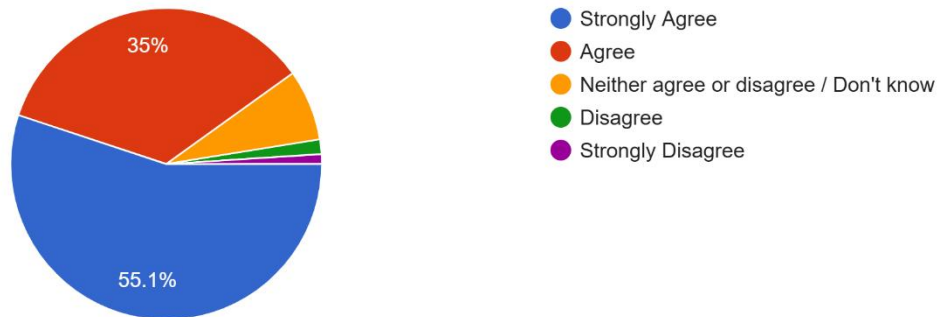
Year Group	Trip	Visitor
EFYS	Little Lancashire Village Farm	Local Vicar Theatre Performance
1	Blackpool Zoo	Dinosaur workshop Local vicar Theatre Performance
2	Bolton Museum	Bagpiper visit Creepy Crawly Roadshow Fire Engine Theatre Performance
3	Stump Cross Caves Skipton Castle	Ancient Greece Workshop Theatre Performance
4	Sea Life Centre	Tudor Workshop Theatre Performance
5	Jodrell Bank Local fieldwork Careers Fair	Victorians Workshop World War I Workshop Theatre Performance
6	Lancashire Museum Clip and Climb Adventure Day	Theatre Performance
Sunshine Room	Sea Life Centre Visit to Fire Station	Theatre Performance

Challenge 2 – Wellbeing

In-school counsellors are available to all children, and child surveys reflect that children feel happy in school, and that their wellbeing is protected. Sample survey outcomes follow:

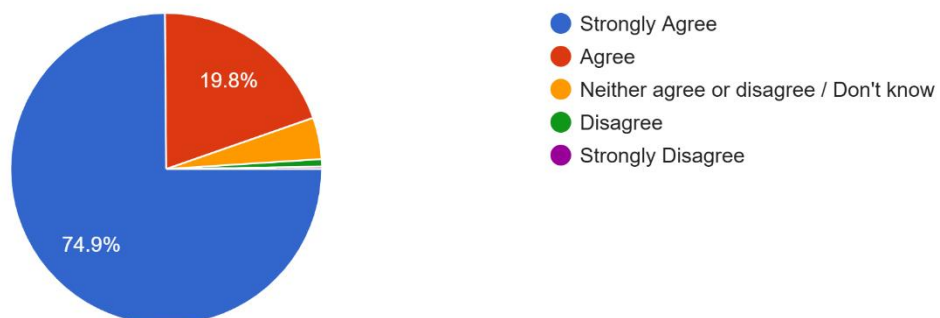
I feel happy when I am at school.

394 responses



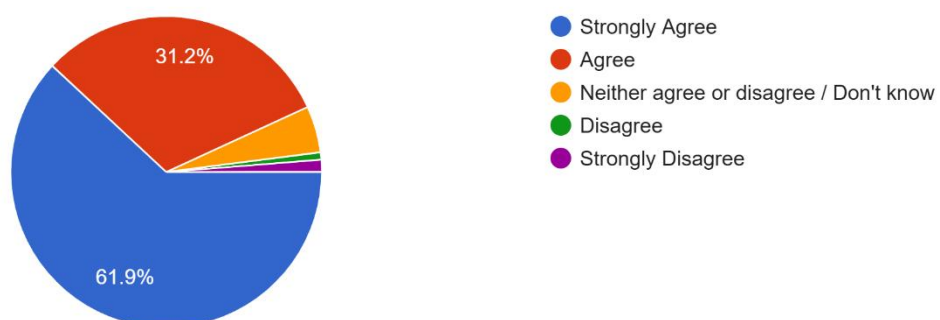
I know who I can speak to if I have a problem.

394 responses



At school there is someone who helps me feel better if something is bothering me.

394 responses



Challenge 3 – Communication, language & reading

Phonics outcomes for 2025

Year 1 - 60% of Pupil Premium children passed the phonics screening check vs 85% of non-Pupil Premium children.

Year 2 – 90% of Pupil Premium children passed their phonics screening check vs 97% of non-Pupil Premium children.

Key Stage 2 outcomes for 2025

Expected standard

	Reading	Writing	Maths	RWM
Pupil Premium	78%	70%	74%	70%
Non-Pupil Premium	78%	76%	74%	62%
National	75%	72%	74%	62%

Higher standard

	Reading	Writing	Maths	RWM
Pupil Premium	30%	13%	35%	9%
Non-Pupil Premium	32%	12%	38%	3%
National	33%	13%	26%	8%

Challenge 4 - Attendance

The data below are screen grabs from the DfE's View Your Attendance Data Service for the 2024 to 2025 academic year:

Overall attendance

Filters ⓘ				
Special educational needs (SEN) support		Free school meals (FSM)		
☒ Results for whole school		☐ Results for whole school		
☐ Pupils with SEN support		☒ Pupils with FSM		
☐ Pupils with no or unknown SEN support		☐ Pupils with no or unknown FSM		

Your overall attendance		You are in decile 3, the top 20-30% of schools		
93.6%				
Decile ⓘ	Decile description ⓘ	Number of schools ⓘ	Lowest in decile ⓘ	Highest in decile ⓘ
1	Top 0-10%	1660	95.0%	100.0%
2	Top 10-20%	1660	94.2%	95.0%
3	Top 20-30%	1660	93.6%	94.2%
4	Top 30-40%	1660	93.0%	93.6%
5	Top 40-50%	1660	92.6%	93.0%
6	Bottom 40-50%	1660	92.0%	92.6%
7	Bottom 30-40%	1660	91.4%	92.0%
8	Bottom 20-30%	1660	90.5%	91.4%
9	Bottom 10-20%	1660	89.1%	90.5%
10	Bottom 0-10%	1660	0.0%	89.1%

Persistent absence

Filters ⓘ				
Special educational needs (SEN) support		Free school meals (FSM)		
☒ Results for whole school		☐ Results for whole school		
☐ Pupils with SEN support		☒ Pupils with FSM		
☐ Pupils with no or unknown SEN support		☐ Pupils with no or unknown FSM		

Your persistent absence		You are in decile 2, the top 10-20% of schools		
15.3%				
Decile ⓘ	Decile description ⓘ	Number of schools ⓘ	Lowest in decile ⓘ	Highest in decile ⓘ
1	Top 0-10%	1660	0.0%	10.4%
2	Top 10-20%	1643	10.4%	15.3%
3	Top 20-30%	1666	15.4%	18.6%
4	Top 30-40%	1669	18.6%	21.3%
5	Top 40-50%	1660	21.3%	23.9%
6	Bottom 40-50%	1657	23.9%	26.4%
7	Bottom 30-40%	1664	26.4%	29.3%
8	Bottom 20-30%	1587	29.3%	33.2%
9	Bottom 10-20%	1734	33.3%	38.9%
10	Bottom 0-10%	1660	38.9%	100.0%

Externally provided programmes

Programme	Provider
Oracy Schools membership, plus Centre of Excellence Accreditation	Voice21
IDL Literacy & Numeracy Interventions	IDL