Pupil premium strategy statement 2025-26+

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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
School name	Walverden Primary and Nursery School
Number of pupils in school	452
Proportion (%) of pupil premium eligible pupils	129 (29%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2028
Date this statement was published	March 2026
Date on which it will be reviewed	March 2027
Statement authorised by	Humma Ahmed
Pupil premium leads	Humma Ahmed/Sam Agar
Governor / Trustee lead	Martyn Stone

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178,770
Recovery premium funding allocation this academic year	£0
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	178,770

Part A: Pupil premium strategy plan

Statement of intent

Walverden Primary and Nursery School is a two-form entry school serving a diverse community in an area of high deprivation within Pendle. A significant proportion of pupils are disadvantaged and experience multiple barriers to learning. These include higher levels of persistent absence, limited access to wider enrichment opportunities, and increased pastoral and mental health needs arising from the impact of the pandemic and ongoing local economic pressures. A number of disadvantaged pupils also have SEND, which necessitates well-planned and targeted adaptations to provision.

Decisions regarding the use of Pupil Premium funding are therefore informed by a clear understanding of the school's context and the specific challenges faced by its pupils, alongside carefully considered evidence from the Education Endowment Foundation (EEF). Analysis indicates that common barriers for disadvantaged pupils include reduced levels of support at home, delayed language and communication development, low confidence and self-esteem, limited life experiences, and a higher incidence of behavioural, attendance and punctuality difficulties. In some cases, complex family circumstances further affect pupils' engagement and ability to thrive academically and socially.

Leaders recognise that pupils' needs are varied and that there is no single approach that will secure improved outcomes for all. As a result, all teaching staff are actively involved in the analysis of assessment, attendance and pastoral information to identify pupils' needs accurately. This ensures a shared understanding of pupils' strengths and areas for development across the school and enables staff to implement timely, well-targeted support.

Ultimate objectives:

- Reducing persistent absence and improving overall attendance for disadvantaged pupils.
- Increasing cultural capital through subsidised trips, music and enrichment activities.
- Targeted pastoral and mental-health support for pupils and families.
- Support for early years development and smooth transition into school and between key stages.

At Walverden we aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable. groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

- Recognising that not all pupils who receive free school meals will be socially disadvantaged.
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Allocating Pupil Premium funding following a needs analysis, this will identify priority, individuals, groups or classes.

Achieving the objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Allocating staff for catch up therapies (reading, writing, maths and nurture) - providing small group work focussed on overcoming gaps in learning and running nurture groups.
- Ensuring that all teaching assistants are used effectively to support pupil premium children.
- 1:1 support additional teaching and learning opportunities provided for children.
- All work will be aimed at accelerating progress, moving children to at least age-related expectations.
- Targeting able children on Free School Meals to achieve Age Related Expectations
- Supporting payment for activities, educational visits, residentials and experiences.
- Care team support for pupils who need to access the support.
- Senior Family Worker and Parental engagement worker working with families and children.
- Attendance Officer in place supporting families and children.
- Accessing Barnardo's, MHST team, Mindfullness teacher and Nurture Lead to work with pupils.
- Ensuring children have first-hand experiences over the year.
- Children to access Children's University clubs in school and signpost to other organisations.

Challenges

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

Challenge number	Detail of challenge

1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is evident from Nursery to Year 6.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Maintaining a narrow attainment gap across reading, writing and maths whilst still ensuring that the children receive a broad and balanced curriculum.
4	Low attainment on entry to the Early Years Foundation Stage in all areas in particular pupils who are SEND and PP.
5	Chaotic family lives impact on ability to support pupils with their home learning, including reading.
6	There are a significantly high number of pupils who experience social and emotional issues due to home life resulting in need for support via a range of external agencies and internal support strategies.

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
Reduce persistent absence for PP pupils so that they are closer to national average	• Persistent absence rates for Pupil Premium pupils to be reduced, closer to national by the end of the academic year. • The gap in persistent absence between PP and non PP pupils narrows term on term. **From insight** Improved attendance is sustained across key transition points (e.g. EYFS–KS1, KS1–KS2).- • Targeted attendance strategies (early help, parental engagement, pastoral support) demonstrate clear impact, evidenced through attendance data. • Leaders and governors regularly monitor attendance data and adapt strategies where impact is limited.-
Narrow the attainment gap between PP and non-PP pupils in reading and maths at each key stage (measurable termly and at statutory assessments).	• The attainment gap between PP and non PP pupils in reading and maths narrows at each key stage including EYFS evidenced through termly assessment data. • Increasing proportions of PP pupils meet age related expectations and, where

	appropriate, demonstrate accelerated progress from starting points. • Outcomes for PP pupils at statutory assessments (EYFS GLD, KS1, KS2) improve year on year. • Teaching strategies funded through Pupil Premium are evidence informed, clearly implemented, and reviewed for impact. • Teachers use assessment effectively to adapt provision, ensuring timely intervention and reduced learning gaps.
Increase enrichment participation of PP pupils to at least 50%	• At least 50% of PP pupils participate in enrichment activities (trips, clubs, sporting, cultural or curricular enhancements. • Participation rates for PP pupils are comparable to those of non PP pupils. • Barriers to access (cost, transport, confidence, family engagement) are identified and addressed effectively. • Pupil voice indicates improved engagement, confidence and willingness to participate in wider school life. • Leaders evaluate enrichment provision to ensure it contributes positively to pupils' personal development and readiness to learn.
Improved wellbeing scores for PP pupils on school surveys and reduced behaviour-related exclusions.	• School wellbeing survey results show improved self reported wellbeing, sense of belonging and emotional resilience for PP pupils. • Behaviour incidents and behaviour related exclusions involving PP pupils reduce compared to the previous academic year. • Pastoral and mental health interventions are timely, targeted and demonstrate clear impact through behaviour data, attendance and pupil feedback. • Staff demonstrate consistent use of relational and trauma informed approaches.- • Leaders use behaviour and wellbeing data to refine support and ensure vulnerable pupils are well supported.

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 support

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic support — Small-group and one-to-one tuition, catch-up programmes, targeted interventions (reading, phonics, maths) Deliver small-group tuition in KS1/KS2; phonics catch-up; holiday booster sessions; Third Space 1-2-1 tuition; Mastering Number programme: progress tracking and termly assessment.	Rationale: Evidence-informed interventions and high-quality targeted tuition raise attainment and close gaps. Lower levels of attainment following internal assessments. Necessity to 'plug gaps' Progress meetings identified children with lower attainment. National benchmarks of data Progress from Phonics tracker, Pixl assessment IFTs/QLAs Centurytech learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1 2 3 5
Increased targeted support from Teaching Assistants for phonics, reading and mathematics	Lower levels of attainment following internal assessments. Necessity to 'plug gaps'. Progress meetings identified children with lower attainment. Progress from phonics tracker. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1 2 3 5

Attendance and pastoral support — Attendance officer, family liaison, incentives and targeted casework for persistent absence (PA) pupils

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ/retain attendance officer; fund targeted home-school support; provide transport or uniform support where necessary; weekly/monthly attendance action plans.	Rationale: Reducing persistent absence is crucial to improving attainment; targeted casework and swift family support reduce barriers to attendance. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance EEF's Rapid Evidence Assessment (REA) on attendance interventions (2022) https://www.gov.uk/government/publications/link-between-attendance-and-attainment https://www.gov.uk/government/statistics/pupil-attendance-in-schools	4,5,6

Mental health and wellbeing — Counselling, EBSA, pastoral interventions and staff training

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide in-school counselling sessions; train staff in trauma-informed approaches; group wellbeing programmes.	Rationale: Pastoral resilience and mental-health support enable pupils to access learning and engage in school life. Social, emotional and mental health needs are a significant barrier to learning for disadvantaged pupils. EEF evidence shows that targeted counselling, staff training in trauma-informed practice and structured group wellbeing programmes can improve pupils' emotional regulation, engagement and behaviour, supporting improved readiness to learn when delivered as part of a coherent pastoral strategy. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/trauma-informed-short-term-managed-intervention-centres-2024-pilot	4,5,6

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	

Cultural capital and enrichment — Subsidised educational visits, music tuition, clubs and residentials

Budget cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise trips/visits, fund peripatetic music lessons for PP pupils, provide free/low-cost clubs and theatre/arts experiences.	Rationale: Enrichment broadens experience and aspiration, supporting long-term outcomes and social mobility. Disadvantaged pupils are less likely to access cultural and enrichment opportunities outside of school, which can limit aspiration, engagement and confidence. EEF evidence indicates that sustained participation in enrichment activities, including arts, music and educational visits, can improve pupils' engagement and wellbeing, with wider benefits for motivation and longer-term outcomes when barriers such as cost are removed. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5,6

Early Years & transition support — EYPP activities, home visits, transition coaching and resources for new starters

Budget cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund EY language and early literacy programmes, transition activities for Reception and Year 6–7, parental	Rationale: Early intervention reduces later gaps; strong transition reduces lost learning at key stage changes. EEF evidence shows that high-quality early intervention in communication, language and early literacy is critical in reducing disadvantage gaps before they widen.	1, 2, 3, 4,

engagement sessions.	Well-planned transition support and purposeful parental engagement improve readiness to learn, attendance and engagement at key transition points, particularly entry to Reception and the move from primary to secondary school. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-years-pupil-premium-practice-review	

Resources and digital access — Devices, learning resources and homework support

Budget cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Loan devices; provide data SIMs or printing credit where needed; supply stationery and revision materials. Subscription to Centurytech, Classdojo, Accelerated Reader, TTRS	Rationale: Ensure pupils have access to resources and technology to complete homework and access remote learning. This approach reflects EEF evidence that equitable access to technology and learning resources is essential for disadvantaged pupils to engage with homework and remote learning effectively. By removing practical barriers to access, the strategy aims to improve homework completion, participation and continuity of learning. https://evidenceforlearning.org.au/education-evidence/evidence-reviews/remote-learning-rapid-evidence-assessment https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/edtech-interventions-for-disadvantaged-pupils https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1, 2, 3,4,

CPD and capacity building — Staff training in evidence-based interventions, mentoring for staff delivering PP interventions

Budget cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training (EEF-recommended approaches), coaching for teachers delivering targeted support. (Mastering Number, Phonics)	Rationale: Build school capacity so interventions are delivered with fidelity and sustainable impact. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2, 3,4,5,6

Monitoring, evaluation and contingency — Data management, reporting, small contingency fund for emergent needs.

Budget cost: £20,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly monitoring, pupil progress meetings, governor scrutiny, small contingency for urgent pupil needs.	Rationale: Robust monitoring ensures value for money and ability to respond to urgent needs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2,3,4,5,6

Planned spend totals: £60,000 + £30,000 + £20,000 + £25,000 + £10,000 + £8,000 + £5,000 + £20,770 = £178,770

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 2025-2026 academic year.

Intended outcome: Reduce persistent absence for PP pupils so that they are closer to national average.
Pupil Premium funding supported a range of targeted attendance strategies, including attendance contracts, parental engagement, home visits, Early Help referrals and multi-agency support. As a result, persistent absence for disadvantaged pupils reduced from 19.1% to 18.6%, with an academic year figure of 15.4%. Attendance for pupils identified as persistently absent remained stable throughout the year (84.01% Autumn, 83.74% Spring, 84.08% Summer). Attendance was also sustained across key transition points, including Reception (92.4%), Year 1 (90.5%), Year 2 (92.6%), Year 3 (95.1%), Year 4 (95.8%) and Year 6 (95.5%). Regular monitoring by leaders and governors ensured that support was adapted where required, contributing to improved attendance outcomes and increased engagement with disadvantaged families.
Intended outcome: Narrow the attainment gap between PP and non-PP pupils in reading and maths at each key stage (measurable termly and at statutory assessments).
Pupil Premium funding had a positive impact on attainment for disadvantaged pupils. Targeted intervention, high-quality teaching and pastoral support helped disadvantaged pupils achieve outcomes above national disadvantaged averages across key measures. At KS2, 57% of disadvantaged pupils achieved the expected standard in Reading, Writing and Mathematics combined, compared with 49% nationally for disadvantaged pupils. Over three years, disadvantaged pupils achieved 61%, significantly above the national disadvantaged average of 47%, demonstrating sustained impact over time. Disadvantaged pupils achieved strong outcomes in early reading. In Year 1 phonics, 70.8% met the expected standard compared with 76.5% of non-disadvantaged pupils. In Year 2 phonics, disadvantaged pupils outperformed their peers, achieving 57.1% compared with 53.3%. Outcomes in mathematics were particularly strong. At KS2, 82% of pupils achieved the expected standard and 40% achieved the higher standard, both above national figures. MTC outcomes were also strong, with 55% achieving full marks. In EYFS, Good Level of Development improved to 61%, reflecting the positive impact of early language, communication and literacy support. Leaders reviewed attainment and progress regularly through assessment cycles and pupil progress meetings to ensure support remained targeted and responsive. Overall, the strategy was successful in improving outcomes for disadvantaged pupils, securing attainment above national disadvantaged averages and maintaining strong performance in phonics and mathematics, while reading and language development remain priorities for further improvement.

Intended outcome: Increase enrichment participation of PP pupils to at least 50%
A broad programme of enrichment opportunities was provided throughout the year, including 32 educational visits, residential experiences, sports clubs, holiday provision, pupil leadership roles and curriculum enrichment activities. Financial barriers were reduced through targeted use of Pupil Premium funding, including subsidised educational visits, transport and residential experiences. Residential visits to London and Winmarleigh Hall were subsidised for disadvantaged pupils, and eligible families were supported to access the PGL Breakthrough Fund, providing up to a 50% reduction in residential costs. PP participation in enrichment activities was 57.96% compared with 52.57% for non-PP pupils**,** exceeding the school's target of 50% and demonstrating equitable access to wider opportunities. Pupil voice evidenced strong impact. Year 6 pupils frequently identified educational visits, residential experiences, sports clubs, School Council and Eco-Warriors as highlights of their primary education. Pupils reported pride in representing the school through leadership positions and sporting competitions, alongside achievements such as SATs success, prefect responsibilities and tournament victories. Parent survey feedback also identified trips, visits and extracurricular opportunities as a key strength of the school's provision. As a result, disadvantaged pupils benefited from increased access to enrichment opportunities, contributing positively to their personal development, confidence, leadership skills, cultural capital and engagement in wider school life.
Intended outcome: Improved wellbeing scores for PP pupils on school surveys and reduced behaviour-related exclusions.
Pupil Premium pupils benefited from a highly targeted pastoral support model, including monthly Care Team meetings, vulnerable pupil reviews, Boxall profiling and nurture provision. Additional interventions were provided through Barnardos**,** the Mental Health Team, the Inclusion and Engagement Support Service, the District 13 Inclusion Hub and the Children and Family Wellbeing Service, ensuring barriers to learning and wellbeing were identified and addressed promptly. Evidence indicates positive outcomes for Pupil Premium pupils' wellbeing, confidence and participation. Year 6 exit surveys showed strong pupil engagement, confidence and sense of belonging, with pupils highlighting trips, residentials, clubs, leadership opportunities and sporting achievements as key aspects of their school experience. Most pupils reported having a trusted adult in school to talk to if worried, reflecting the strength of pastoral support and relationships. Behaviour outcomes for disadvantaged pupils remained positive. The school's relational and trauma-informed approaches, combined with targeted nurture support for 34 pupils, contributed to low levels of exclusion, with no permanent exclusions and only two suspensions across the reporting period. Leaders regularly reviewed behaviour, attendance and wellbeing data through Care Team meetings to refine support and ensure vulnerable and disadvantaged pupils remained well supported and engaged in school life.

Externally provided programmes

Programme	Provider
Read write Inc	RWI
Rising Stars programmes for assessment	Rising stars
Star reading	Renaissance
Pivats	LCC
Pixl	Pixl
Centurytech	Centurytech platform
Phonics tracker	Online platform
Thirdspace	Online platform