

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Burnley Lowerhouse Junior School
Number of pupils in school	220
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	02.09.2025
Date on which it will be reviewed	02.07.2026
Statement authorised by	Mr G Lloyd
Pupil premium lead	Mrs H Marsden
Governor / Trustee lead	Mr Pete Greenhalgh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,300.00
Recovery premium funding allocation this academic year	£12,470.00
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	£149,935.00

Part A: Pupil premium strategy plan

Statement of intent

For the three years set out in this plan, Lowerhouse Junior School will focus the spending of the Pupil Premium Grant Funding on narrowing the attainment gap between disadvantaged pupils and their non-disadvantaged peers. This will be done through quality first teaching for all, planned and reactive intervention groups and individualised targeted support for pupils. A focus will be placed upon reading and writing where language development will be at the forefront. This will be a focus across all areas of the curriculum. Pupil premium funding will be used to engage reluctant readers through a range of strategies to promote a love of reading across the school and to ensure the lowest 20% of readers make more than expected progress in their reading.

We will invest in all identified barriers to progress and attainment such as, small-group phonics teaching, nurture (to address social and emotional needs), maintaining excellent attendance and punctuality, supporting vulnerable families through the employment of a Mentor and Pastoral Lead, staff training and enrichment opportunities across the curriculum including access to outdoor learning opportunities.

Due to high levels of socioeconomic deprivation, many families are often unable to afford to pay for school trips, residential and enrichment opportunities. In order to support and further their learning in all areas of the curriculum and to build confidence and self-esteem, the school has allocated funding to subsidise for these additional expenses throughout the academic year including funded places for the Year 6 Residential Visit at the end of the year.

Challenges

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

Challenge number	Detail of challenge
1	Assessment data has shown a gap in attainment in reading and writing between disadvantaged pupils and their peers.
2	Assessment data has shown a gap in attainment in maths between disadvantaged pupils and their peers.
3	Social and emotional barriers to learning requiring intervention, nurture and family support including counselling and outside agencies.
4	Attitudes to learning and attainment can hinder progress of disadvantaged pupils
5	Attendance figures show disparities between the attendance between disadvantaged pupils and their peers.
6	Disadvantaged pupils have limited access to a range of experiences outside of school

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 close the gap in attainment between disadvantaged and non-disadvantaged pupils in reading.	- Appointment of an apprentice TA to support daily 1:1 reading with the lowest 20% of pupil premium readers - Red Rose Phonics Training for all staff and implementation of phonics interventions for all pupils requiring this across the school - Purchase books to support phonics scheme and ensure a wide range of texts to engage all pupils - Purchase of reading books to support or levels of readers across school and ensure a wide range of texts to engage all pupils - Implementation of FBA for children receiving pupil premium funding in Y5 and Y6
To close the gap in attainment between disadvantaged and non-disadvantaged pupils in writing.	- Training for staff focusing on developing modelled writing - Talk for writing strategies used consistently throughout school with children being exposed to a wide range of texts and genres - Red Rose Phonics Training for all staff and implementation of phonics interventions for all pupils requiring this across the school - Consistent use of Primary Sentence Toolkit across school to support the development of pupil writing - Support for ECTs in school on the teaching of writing
To close the gap in attainment between disadvantaged and non-disadvantaged pupils in maths.	- Implementation of Red Rose Mastery Maths for pupils including workbooks and maths mastery resource boxes - Implementation of daily arithmetic sessions to address gaps in learning - CPD for staff on the delivery of Red Rose Mastery
To ensure pupils receive opportunities in school for a wide range of experience to support their learning across the curriculum.	- Trips and visitors to be subsidised throughout the year - -Year 6 end of year residential to be subsidised for disadvantaged pupils
To ensure pupils who require support for social and emotional barriers to learning receive nurture support, intervention and family support.	- Maintain employment of two learning mentors - -Nurture group provision including frequent 1:1 sessions to take place daily - -Work closely with CFWS to support pupils and families - -Daily breakfast provision for disadvantaged pupils - -Work closely with MHST to support children and families remove barriers to learning - Maintain a close working relationship with the school feeder infant school to ensure a smooth transition for those pupils who require support for SEMH

To raise the attendance of disadvantaged pupils to be in line with that of their non-disadvantaged peers.	- Implementation of Studybugs for attendance lead to monitor attendance daily - Incentives in place weekly and termly for attendance - Close links with the School's Attendance Support Team - Termly attendance letters - Attendance information shared weekly on newsletter
To provide a wide range of enrichment activities as extra-curricular clubs and to further enhance the curriculum.	- Children to have access to a range of free clubs available 3 days per week. - Outdoor learning to be planned into curriculum following PE and Outdoor learning CPD
To develop vocabulary understanding and use this within English lessons and across the wider curriculum.	- Utilise EEF Oral Language ideas with the classroom setting - All units of work in foundation subjects to focus on vocabulary development - Subject leaders to plan vocabulary for each unit of work across the curriculum - Teachers to teach vocabulary explicitly - Children to have access to a range of resources to develop vocabulary in writing

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: £12,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of teaching assistant/learning mentor	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. The EEF found more positive impact of learning mentors for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	1,2,3,4
Recruitment of apprentice TA to target the lowest 20% of readers	EEF research states Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text.	1

CPD for adaptive teaching strategies to meet the needs of all learners	Research from the EEF states 'Such high-quality teaching – adjusting, adapting and assessing in the classroom – is of course crucial for the progress of all pupils.	1,2,3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £78,638

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain the employment of five level 3 teaching assistants for the academic year to deliver classroom support and wider school interventions	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.	1,2,3,4,5
Maintain subscription to Lancashire Schools Library Service	A growing number of studies show that promoting reading can have a major impact on children and adults and their future. Upon reviewing the research literature, Clark and Rumbold (2006) identify several main areas of the benefits to reading for pleasure: • Reading attainment and writing ability; • Text comprehension and grammar; • Breadth of vocabulary; • Positive reading attitudes; • Greater self-confidence as a reader; • Pleasure in reading in later life; • General knowledge; • A better understanding of other cultures; • Community participation; and • A greater insight into human nature and decision-making. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	1,4

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

Budgeted cost: £38,126

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEL) 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)	1,2,4,5
Ensure children have access to experiences to enrich the curriculum such as trips, visitors and enrichment days in school including access to outdoor learning provision.	The EEF encourages enrichment opportunities within school to build a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	4,6
To put attendance initiatives in place to reduce persistent non-attendance of disadvantaged pupils. To use Lancashire EBSA as a supporting resource.	Children and young people who are absent from school for significant period of their education are considered disadvantaged; with of those who miss more than 50% of their education, only 3% achieve five A*-C grades at GCSE (DfE, 2011). https://www.lancashire.gov.uk/media/930428/lancashire-eb-sa-guidance-strategy-toolkit.pdf	5

Due to in year admissions, school has reserved funds to support pupils where required.

Total budgeted cost: £ 129,124

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.

The employment of our Senior Family Support Worker (SFSW) and Learning Mentors has strengthened our pastoral and inclusion offer. This has enabled us to identify and respond to barriers to learning at an earlier stage and provide targeted support for pupils and their families. Support has included nurture and SEMH interventions, 1:1 pastoral support, attendance work and liaison with families and external agencies. This provision has helped more pupils to be emotionally regulated, engaged and **ready to learn**.

Reading has remained a key priority within our strategy. We have provided targeted 1:1 reading support for pupils within the lowest 20%, supported by additional apprentice TA capacity. This is complemented by phonics intervention and investment in appropriate reading materials. Our aim has been to secure the foundational reading skills pupils need so that they increasingly move from learning to read to being able to read to learn successfully across the curriculum.

We have continued to invest in additional teaching assistant capacity to provide targeted support within classes and interventions. This allows staff to respond quickly to identified gaps, provide additional practice and consolidation, and prioritise disadvantaged pupils who are at risk of falling behind. Our strategy draws on evidence that appropriately deployed teaching assistants delivering targeted 1:1 and small-group interventions can have a positive impact on pupil outcomes.

There are early signs that the attainment gap for disadvantaged pupils is narrowing. Our evaluation identified improvements in reading, writing and mathematics, with the gap in combined Reading, Writing and Mathematics reducing as outlined in IDSR. Although this represents positive movement, we recognise that the gap remains too wide. Improving outcomes for disadvantaged pupils therefore continues to be a significant school priority, supported through pupil progress meetings, targeted intervention and regular monitoring of individual pupils.

Attendance has remained an important strand of our Pupil Premium work. We recognise the relationship between regular attendance, safeguarding, wellbeing and achievement. Attendance is monitored closely, particularly for disadvantaged and vulnerable pupils, and the SFSW and Inclusion Team work directly with families where barriers are identified. This includes regular communication, personalised support, Early Help and liaison with external attendance services where appropriate.

We have also continued to ensure that financial disadvantage does not prevent pupils from accessing the wider curriculum. Enrichment activities, educational visits and residential opportunities are subsidised where appropriate, including residential experiences. This enables disadvantaged pupils to participate alongside their peers and benefit from opportunities that develop independence, confidence, knowledge and wider life experiences.

Overall, our review indicates that the strategy is beginning to have a positive impact on reducing barriers to learning and narrowing gaps for disadvantaged pupils. Our strengthened inclusion and pastoral provision, targeted reading support, additional classroom capacity, attendance work and commitment to equitable enrichment have provided a more coordinated approach to disadvantage. However, we recognise that attainment and attendance gaps remain and further improvement is required. We will therefore continue to evaluate provision carefully, using assessment, attendance information, pupil progress meetings and individual pupil monitoring to ensure that funding is directed towards approaches that demonstrate the greatest impact for our disadvantaged pupils.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.