

Lewis Street Primary School 2024 - 2027

This statement details our school’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 **(2025-26)** and the outcomes for disadvantaged pupils last academic year **(2024-25)**.

School overview

Detail	Data
Number of pupils in school	426
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers	2024-27 Year 2: 2025-26
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	The Governing Board
Pupil premium lead	Claire Kinch
Governor lead	David Jolley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£257,550
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£257,550

Part A: Pupil premium strategy plan

Statement of intent

Lewis Street Primary is based in an area of high deprivation (within the top 20% of schools) and has a well-above average pupil base of disadvantage which includes around 50% of pupils receiving pupil premium funding and around 52% of pupils in receipt of Free School meals consistently year on year. Increased pressures for households include low income living and ever increasingly stretched budget are the highest factors which influence levels of disadvantage. It is our intention to raise aspirations and improve outcomes for all pupils with a particular focus on disadvantaged pupils.

The objectives for our disadvantaged pupils:

- All children can communicate effectively and have the speaking and listening skills achieve in all areas of the curriculum.
- Progress by the end of each key stage is equitable for all children.
- All children are able to regulate their behaviours so that disruption to learning is minimal.
- All children have a wide range of experiences and opportunities to develop cultural capital.
- All children are meeting our attendance target of 96%.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage 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.

Challenges

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

Challenge number	Detail of challenge
1	Over 50% of children in socially deprived areas may start school with impoverished speech, language and communication skills. On average children from the poorest 20% of the population are over 17 months behind a child in the highest income group in language development at age three.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers including SEND. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that attainment in reading, writing and mathematics by the end of year 2 among disadvantaged pupils, including SEND and prior higher attainers, is below that of non-disadvantaged pupils.
4	Internal and external (where available) assessments indicate that attainment in reading, writing, mathematics and GPS in by the end of Year 6 is too low.
5	To address issues associated with mental health and disadvantaged . Assessments including wellbeing survey and pupil voice, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to self-esteem, and a lack of enrichment opportunities as well as first-hand experiences during school closure. These challenges particularly affect disadvantaged pupils, including SEND, including their attainment.
6	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 1 - 4% lower than for non-disadvantaged pupils. 7% of disadvantaged pupils have been 'persistently absent' compared to 0% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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	
1. Improved speech language and communication skills in EYFS.	<ul style="list-style-type: none"> • TALC screening – percentage of pupils achieving blank level 4? • WELLCOMM results; improving trend over 3 years... • CL outcomes in line with national or better. • Gap between boys and girls in CL outcomes is narrowed so that boys are in line with girls, with a particular focus on disadvantaged boys. • Gap between EAL pupils and non-EAL pupils is narrowed so that they are in line. • Impact of SALT interventions and Enhanced SALT provision to support a reduction of SLCN as a SEND need type from 40% by the end of Year 6. • Reduction in SLCN as a primary SEND need by the end of Reception.
2. Improved phonics outcomes at the end of Y1 and Y2.	<ul style="list-style-type: none"> • Tracking of RWInc; 80% of Y1 pupils finishing year on Yellow+; 87% of Y2 pupils finishing year on Grey+ • Percentage of pupils in line with national or better • Mean score at 32 or better • Phonic interventions are implemented effectively to bring Y2 outcomes in line with National or better. • The gap is narrowed between disadvantaged boys in line with disadvantaged girls by the end of Y2. • Coaching model with the English Hub and RWInc development lead ensures consistent quality first teaching.
3 Improved writing and maths outcomes by the end of Y2.	<ul style="list-style-type: none"> • Moderation outcomes show that assessments are accurate and robust. Work examples are comparable with or better than other Salford schools. • Pupil outcomes to be in line or better than mean outcomes between 2021-2023: Reading = 68%; Writing = 59%; Maths = 69% • Pupil voice feedback identifies that 80% or more of pupils enjoy maths and writing and can talk confidently about their learning. • The gap between disadvantaged and non-disadvantaged pupils achieving the expected standard will be narrowed or brought in line.
4. Improved reading, writing and maths outcomes by the end of Y6.	<ul style="list-style-type: none"> • Percentage of pupils achieving the Expected Standard is in line with national or better • Moderation feedback shows that Teacher Assessments are accurate and robust. • MTC outcomes are in line with national or better, including mean score • The gap between disadvantaged and non-disadvantaged pupils achieving the expected standard will be narrowed or brought in line.

<p>5. Planned first hand experiences and enrichment activities to improve mental well-being.</p>	<ul style="list-style-type: none"> • Achieve Emotionally Friendly Schools Silver status • Reaccreditation for Nurturing Schools Award • Impact of Place2Be Mental Health Practitioner Model will be demonstrated through improved SDQ scores and pupil and parent voice • Impact of Play Therapy through improved SDQ scores and engagement in classroom activities • Impact of Outdoor Learning will be identified through improved SDQ scores
<p>6. Improved Attendance including reduced PA.</p>	<ul style="list-style-type: none"> • Reduce over time whole school Persistent Absence/Severe Absence, matching at least the national for these groups of pupils in similar schools (Using the DFE Monitoring your School Attendance data July '25; '26 and '27 National and Similar schools information)

Activity in this academic year (2025-26)

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£128,775**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources:</p> <p>The EEF’s guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback.</p> <p>The EEF Toolkit includes summaries of the best available evidence on approaches.</p> <ul style="list-style-type: none"> • Evidence Based Education’s Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness. • Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF ‘Cognitive Science Approaches in the Classroom: A Review of the Evidence’ summarises the evidence for teachers. <p>Strong Foundations in the first years of school - GOV.UK</p> <p>Strong foundations in the first years of school - GOV.UK</p>	<p>1, 2, 3 & 4</p>

<p>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics.</p>	<p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques and embedding practice.</p> <p>Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit and guidance reports. • The EEF's 'Effective Professional Development' guidance report offers support in designing and delivering PD and selecting external PD. <p>The EEF has developed support tools to go alongside the 'Effective Professional Development' guidance, such as 'Considering a balanced design'</p>	
<p>Mentoring and coaching</p>	<p>A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance on 'Effective Professional Development' is • accompanied by a poster to help consider the 'Effective Mechanisms of PD' - <p>i.e. what are the essential elements that make mentoring or coaching more likely to be effective.</p>	

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

Budgeted cost: **£64,387.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions to support language development, literacy, and numeracy</p>	<p>Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.</p> <p>Supporting resources:</p> <ul style="list-style-type: none"> • The EEF's ‘Selecting Interventions’ tool offers evidence-informed guidance to select an apt pro-gramme. • The EEF has dedicated web pages on effective approaches to support literacy and numeracy. <p>Strong Foundations in the first years of school - GOV.UK. Oral language interventions EEF</p>	<p>1</p>

<p>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</p>	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.</p> <p>Supporting resources:</p> <p>The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence-based recommendations to support pupils with SEND.</p>	<p>1, 2, 3, 4, 5 & 6</p>
<p>Teaching assistant deployment and intervention</p>	<p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.</p> <p>Supporting resources:</p> <ul style="list-style-type: none"> The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction. <p>The EEF Toolkit has a strand on teaching assistant interventions.</p>	<p>1, 2, 3, 4, 5 & 6</p>

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

Budgeted cost: **£64,387.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</p> <p>Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. • The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. • The EEF Toolkit has a strand on social and emotional learning and behaviour interventions 	6

<p>Supporting improving attendance, including reducing the amount of Persistent Absentees and Severe Absentees</p>	<p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources:</p> <p>The EEF guidance report on ‘Working with Parents to Support Children’s Learning’ includes a focus on offering more intensive support, which can include approaches to support attendance.</p> <p>Working Together to Improve School Attendance - GOV.UK Working together to improve school attendance (applies from 19 August 2024)</p>	
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Supporting attendance	<p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p> <p>Supporting resources:</p> <p>The EEF guidance report on ‘Working with Parents to Support Children’s Learning’ includes a focus on offering more intensive support, which can include approaches to support attendance.</p> <p>Working Together to Improve School Attendance - GOV.UK</p>	7
Extra curricular activities, including sports, outdoor activities, arts, culture and trips	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources:</p> <p>The EEF Toolkit has Extracurricular activities are an important part of education in its own right. These approaches may increase engagement, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources:</p> <p>The EEF Toolkit has a strand on arts participation.</p>	1,2,3,4,5,6 & 7
Communicating with and supporting parents.	<p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit has a strand on parental engagement. • ‘Working with Parents to Support Children’s Learning’ offers practical approaches and in- sights for communicating and supporting parents 	1,2 & 6

Total budgeted cost: £257,550

Part B: Review of the previous academic year 2024-25

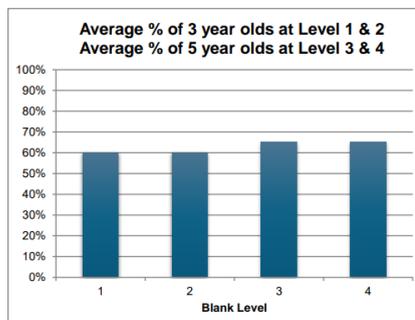
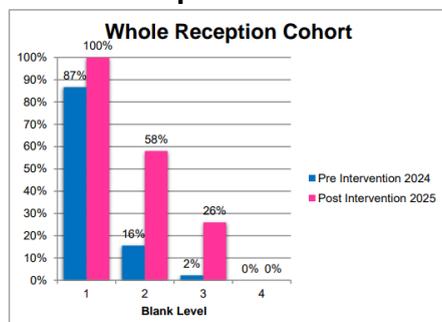
Outcomes for disadvantaged pupils

Challenge 1:

Improved speech, language and communication skills among disadvantaged children in EYFS measured by year R outcomes

% of children achieving ELGs	July 2025 59 pupils (27 D pupils)	July 2026	July 2027
Listening, Attention and Understanding ALL	66%		
Listening, Attention and Understanding D children	64%		
Speaking ALL	66%		
Speaking D children	64%		

Comment September 2025:



Percentage of D pupils achieving at each level:

School buys in to the enhanced SALT service to provide 1:1 support for individuals, CPD for staff and assessment feedback. As a result of LSA deployment outcomes for disadvantaged pupils improved from:

	September 2024	July 2025
Level 1	19 pupils 63%	23 pupils 85%
Level 2	0 pupils 0%	14 pupils 52%
Level 3	0 pupils 0%	3 pupils 11%
Level 4	0 pupils 0%	0 pupils 0%

The impact is that 17 D pupils made at least 1 level of progress with 2 of those pupils making 2 levels of progress. 5 pupils who were assessed as achieving at the same level had also made progress in small areas of the other levels.

Through curriculum developments, oracy remains a focus in Reception. Pupils starting points were low by comparison to their peers.

In September 2024, 20/56 (36%) pupils started the Reception year at a Nursery secure level for Communication and Language with 7 of those children being disadvantaged (7/27 26%). Therefore, the impact is an improvement of around 40% for the disadvantaged pupils and 30% for all pupils.

September 2025 starting data shows 21/46 (46%) pupils starting Reception at a Nursery secure level for Communication and Language with 13/23 (57%) of the disadvantaged pupils starting at a Nursery secure level. There will need to be focus on maintaining the positive outcomes for those 13 pupils with strategies to support the non-disadvantaged and the 10 disadvantaged pupils not yet achieving Nursery secure to catch up. Further support through the Enhanced SALT programme will support this alongside quality first teaching.

Challenge 2:

Improved phonics outcomes at the end of Y1 and Y2.

Percentage meeting the expected standard in phonics	Academic year 2024-25 Y1: 53 pupils Y1 - D: 25 pupils Y2: 60 pupils Y2 - D: 35 pupils	Academic year 2025-26	Academic year 2026-27
Year 1 ALL	76%		
Year 1 ALL National	80%		
Year 1 D pupils	63%		
Year 2 ALL	83%		
Year 2 D pupils	79%		

Comment September 2025:

The Year 1 starting data in Autumn 1 2024 showed 44% of pupils on track with 8/28 (29%) of disadvantaged pupils on track to pass the Phonics Screener. The impact of the targeted intervention and the fidelity to the RWInc phonics scheme provided a 32% increase in outcomes for all pupils and a 34% increase for disadvantaged pupils.

Of the 21 pupils who did not pass the phonics screener in Y1, the Year 2 starting data In Autumn 1 2024 shows 4 of those pupils as on track to pass by the end of Year 2. Therefore, the starting outcomes for all of the Year 2 pupils was 39/60 (65%) and the disadvantaged pupils was 25/35 (71%). There was a 15% improvement for all pupils and an 8% improvement for the Disadvantaged pupils. This is not yet in line with national and therefore the pupils who have not yet passed the phonics screener will receive targeted 1:1 Intervention in Year 3 which will include phonics, precision teaching and colourful semantics.

The close monitoring of the RWInc scheme and assessments being completed by the phonics lead has ensured consistency, meaning that the outcomes have improved over the past 3 years. However, school has not yet achieved National. School has tracked pupils half-termly, grouped pupils according to need and identified target pupils for intervention, including working with consultants from the English Hubs.

Challenge 3:

Improved reading, writing and maths skills by the end of Year 2

	Academic year 2024-25	Academic year 2025-26	Academic year 2026-27
Reading	57% (5%)		

All			
D pupils	54%		
Writing ALL	38% (5%)		
D pupils	29%		
Maths ALL	50% (3%)		
D pupils	43%		
R/W/M Combined ALL	32% (2%)		
D pupils	23%		

Comment September 2025:

Year 2 starting data September 2024:

	All Pupils	D pupils
Reading	63% (5%)	55%
Writing	37% (0%)	39%
Maths	46% (2%)	42%
Combined	37% (0%)	29%

Whilst there have been small increases in outcomes at the end of Year 2, the disadvantaged pupils have performed less well, particularly in writing and maths. A review of the curriculum has been implemented to address the gaps within Key Stage 1 and with a focus on securing the basic skills and curriculum prioritisation.

Changes in staffing during the year and the implementation of a new curriculum impacted on attainment and progress. The introduction of a new Maths programme has been heavily focused on prioritising the curriculum to ensure basic skills, such as place value and calculation are secured. This will continue to be embedded in 2025-2026.

The English Team have worked closely with new staff to ensure that they are clear on the expectations of the curriculum, with writing as a focus and the use of High Quality texts being embedded. All pupils receive QFT for English, with other foci such as phonics taking place outside of the English lessons. This has ensured that high quality writing opportunities can be prioritised for all children, including Disadvantaged pupils. A new Maths curriculum was implemented in Spring Term with CPD for all staff and a review of learning in order to prioritise the curriculum. This will continue in 2025-2026, including supporting the pupils as they move into Year 3.

A focus for next year will be writing for disadvantaged pupils and ensuring the disadvantaged pupils achieve the higher standard across all subjects. This will include refining the curriculum further for specific cohorts and close tracking of these groups of pupils in Year 3 and beyond. There will be a continued focus on securing key basic skills in line with the Strong Foundations documents.

Challenge 4:

Improved reading, writing and mathematics skills by the end of Year 6

	Academic year 2024-25	Academic year 2025-26	Academic year 2026-27
Reading ALL	72% (21%)		
D pupils	56% (8%)		
Writing ALL	72% (9%)		
D pupils	52% (0%)		
Maths ALL	74% (25%)		

D pupils	60% (4%)		
R/W/M Combined ALL	65% (4%)		
D pupils	48% (0%)		

Comment September 2025:

Year 6 starting data September 2024:

	All Pupils	D pupils
Reading	66% (17%)	47% (7%)
Writing	64% (2%)	50% (0%)
Maths	59% (19%)	43% (10%)
Combined	49% (0%)	30% (0%)

There was an increase in the outcomes for all pupils and for the disadvantaged pupils. The increase in writing was the smallest for the disadvantaged pupils but Maths and combined outcomes improved by 17% and 18%. Quality First Teaching, alongside close monitoring, the new maths curriculum, targeted booster sessions, Tutor Trust and targeted teacher support in class had a positive impact on outcomes for all pupils.

National outcomes for 2025:

Reading – 75% (33%)

Writing – 72% (13%)

Maths – 74% (26%)

R/W/M combined – 62% (8%)

Expected outcomes were broadly in line with National. Average point scores were 100 or better for all groups. Disadvantaged pupils performed less well than other pupils with Disadvantaged girls outperforming disadvantaged boys.

A focus for next year will be writing and combined levels for disadvantaged pupils, particularly at the higher standard.

Challenge 5:

Planned firsthand experiences and enrichment activities to improve mental well-being.

Percentage of D pupils who accessed after-school clubs this year: 25%

Percentage of D pupils who attended sporting events/represented school: 25%

Percentage of D pupils who took part in Outdoor learning activities – Where the Wild Things Are: 7%

Percentage of D pupils who took part in Outdoor learning activities – Fishing: 13%

Percentage of D pupils who took part Children’s Shakespeare Festival: 14%

Percentage of D pupils who took part in Speech Bubbles: 5%

Comment September 2025:

In Autumn 2024 we were reviewed and accredited with EFS Silver Award for Emotionally Friendly Schools and in June 2025 we were reaccredited with the National Nurturing Schools Award. Pupil feedback was gained and an example to note was: [Pupils] talked about The Six Principles of Nurture with confidence and ease, “We learn at different paces and that’s ok. There is always someone to help you if you’re stuck.” “They do lots of work to help us through tough times and help us feel prepared- that’s transition principle.”

Pupils who took part in outdoor intervention showed an improvement in self-belief and self-worth, as well as developing and extending a range of skills, including developing empathy with the environment and their peers, increased independence skills and increased confidence.

After school clubs were run at no cost to pupils this year but the impact of removing the charge to encourage improved attendance was negligible. After school clubs will be an area of focus next year.

Challenge 6:
Improved attendance including reduced PA.

Attendance	<u>2024-25</u>	<u>2025-26</u>	<u>2026-27</u>
All Pupils	93.3%		
National ALL pupils	94.8%		
Disadvantaged Pupils	91.8%		
National Disadvantaged Pupils	94.8%		
Persistently Absent			
All Pupils < 90% attendance	23.1%		
National ALL pupils	12.6%		
Disadvantaged Pupils < 90% attendance	26.5%		

Comment September 2025:

Support has been provided by the Local Authority Attendance Team which school buy in to. All pupils are monitored and tracked. Families are supported through regular meetings and support is provided through additional services, e.g. Access to Education, mental health support (e.g. CAMHS i-Reach and Place2Be), attendance mentors through Barnardo’s WatchTower Project for severely absent pupils with a particular focus on D pupils. There have been small amounts of positive impact but this has been limited by a range of factors, including mental health. Home visits took place for all at risk pupils. As a result of these interventions and support, we saw an improvement in attendance from 22 D pupils which equates to 19 families (and these pupils will continue to be monitored in the following years).

INSIGHTS assessment tool has been purchased in order to further drill down into the attendance data which has provided a more accurate day-to-day picture of attendance patterns and groups and enabled the attendance team to identify and target key groups, including pupils in receipt of Free School Meals and SEND. These pupils will remain the focus for this academic year. Further intervention will be provided with support from the Local Authority.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Place2Be Mental Health Practitioner	Place2Be

Children's Shakespeare Project	North West Drama
Speech Bubbles	North West Drama
TALC (Test of Abstract Language Comprehension)	Enhanced Salford NHS
SDQ Assessments	CORDS
Boxall Assessments	Boxall Profile
Educational Psychology Additional Hours	Salford EPS
Curriculum Music	MAPAS (Music and Performing Arts Service)
Oracy Project	Topsy Page
Dance Curriculum	
Tuition for Y6 Pupils	Tutor Trust
Tuition for Y5 & Y6 Pupils	Bursary Foundation
Speech and Language online resource	Chatty Toolbox

