



Ormskirk West End

Primary School

From Tiny Acorns, Mighty Oaks Grow.

Community Primary ages 4-11

Pupil Premium Strategy Statement

2025 - 2028 academic years

Pupil Premium Strategy 2025-28

This document details our school's use of Pupil Premium funding to help improve the attainment of our eligible pupils and, where appropriate, their ineligible peers.

It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and **the effects that this spending is having as the year progresses**, as well as outlining the educational outcomes of our Pupil Premium children in the previous academic year. It also shows how we may spend the next two years' Pupil Premium Grant if the funding continues, based on the effects measured and the lessons learned.

School overview

Detail	Data
School name	Ormskirk West End School
Number of pupils in school	129
Proportion (%) of pupil premium eligible pupils	58% (national 29% by end of Y6*)
Academic years that our current pupil premium strategy covers	2025-28
Date this strategy was published	September 2025
Date on which it will be reviewed	March 2026
Statement authorised by	Ellie McNeil (Chair of Governors)
Pupil Premium lead	Sarah Currie (Headteacher)
Governor / Trustee lead	Marie Cribb

* Source: EPI Annual Report 2024

At Ormskirk West End school we recognise that Ofsted and the DfE use the term 'Disadvantaged Pupils' for what we will refer to in our strategy as **Pupil Premium (PP) pupils**, because we recognise that not all pupils in receipt of the funding are disadvantaged, and we understand the stigma that might be attached to the phrase by parents.

We are very grateful to any parents or carers who have applied for PP funding, as we find ways to use the grant which benefit all the pupils, whilst still being targeted at eligible pupils where appropriate.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 90 730
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£90 730 (2024 / 25)

Part A:

Statement of intent

At Ormskirk West End School we aim to effectively and efficiently use resources to have the maximum impact on the outcomes of Pupil Premium (PP) pupils. Our ultimate aim is to implement a sustained programme for all children, but particularly for those from socio-economically 'disadvantaged' backgrounds. Within the PP Strategy, we will also consider how to align chosen approaches with PP spending and broader school improvement priorities.

The PP Strategy is cyclical and embedded within a broader strategic implementation cycle. We have therefore included links to our School Improvement Plan where relevant. The PP Strategy will be sustained over a three-year period, including ongoing monitoring and evaluation in an annual cycle. In order to develop an effective PP Strategy we have developed an in-depth understanding of the challenges (barriers to learning) that our PP pupils may be facing. This involves diagnostic assessments of academic challenges and the assessment of wider barriers to learning. This strategy has been developed to address these key challenges. Using words from the current Ofsted inspection toolkit, our aim with regard to these challenges is to **address, reduce, overcome** and perhaps even **remove** them. Depending on the severity of the challenges, and the degree to which they are under our control, our success will vary.

Our current **objectives** for Pupil Premium pupils can be summarised in this way:

- *The achievement of Pupil Premium children is well above that for 'disadvantaged' pupils nationally at the end of Key Stage 1 and 2, and approaching that of the national 'non-disadvantaged' cohort;*
- *Ensure that disadvantaged pupils' outcomes are as close as possible to that of non-disadvantaged pupils across the school;*
- *Provide extra pastoral support to help promote good social and emotional development in those PP pupils where they may be an identified deficit;*
- *Use pupil progress meetings to identify PP pupils requiring intervention and to monitor the effectiveness of any actions and approaches taken;*

- *Use targeted provision mapping to support PP pupil's academic development;*
- *Provide enrichment opportunities so that all children have access to wide and rich experiences including part subsidising educational visits.*

Achieving these objectives

- *Small group and one-to-one interventions delivered by experienced teachers and TAs.*
- *Employing a Learning Mentor to provide pastoral support for those with SEMH needs.*
- *Subsidies for educational trips and activities.*
- *Staff CPD for the delivery of high impact interventions.*

This list is not exhaustive and will change according to the challenges faced by our PP pupils and the support required. A flexible approach to the use of Pupil Premium funding is needed as pupils grow and develop throughout the academic year.

The school has adopted the **3-tiered approach** recommended by the Education Endowment Fund (EEF), the DfE and Ofsted, for supporting PP pupils, in order to balance approaches between **improving teaching, targeted academic support** and **wider strategies**. The 3-tiered approach will ensure the school focuses on a small number of strategies that are likely to make the biggest difference. Within this tiered model an evidence-based approach has been adopted. Quality first teaching is one of the biggest drivers of pupil attainment, particularly for those from 'disadvantaged' backgrounds. Consequently, improving quality first teaching is a top priority for PP spending. Evidence consistently shows the positive impact that targeted academic support can have, including children who are not making good progress across the spectrum of achievement. Therefore, the strategy considers how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one support or small group intervention to classroom teaching. Wider strategies which relate to what are likely to be the most significant non-academic challenges in our school have also been identified and planned for.

Effective implementation is fundamental to the impact of the PP strategy. The school is committed to treating implementation as a process, not an event. Therefore, school leaders will **continually monitor** the progress of the PP Strategy (see the Ofsted toolkit 2025 p13), adapting approaches when and where appropriate as the year proceeds. As actions and approaches are implemented, support will be provided for staff so that they can take ownership of them and deliver them successfully. As challenges (barriers to achievement) are identified, they will be addressed through flexible and motivating leadership. We aim to respond to implementation data by tailoring and improving actions and approaches. Therefore we have **adapted** the DfE exemplar template to allow for a final monitoring and evaluation column, which will be populated with data and comments periodically.

Likely challenges (Likely barriers to achievement)

This details the likely key challenges, or barriers to achievement that we have identified among our Pupil Premium pupils. Detailed analysis of last year's outcomes and internal data (see Part B) suggests the following:

Challenge number	Detail of challenge
1	Delayed communication and language skills, which are especially noticeable on entry in our Early Years Foundation Stage (EYFS)
2	Less access to, and love of, reading material, leading to lower levels of literacy
3	Less-developed metacognition and self-regulation skills, and therefore less capable of independent and collaborative learning
4	Higher social, emotional and behavioural needs, increasing pupils' distractions during learning and reducing their ability to engage well.
5	Lower levels of parental engagement and wider family support, resulting in fewer 'culturally valued' experiences
6	Poor attendance and punctuality, with associated missed curriculum time and gaps in learning

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy**, and how we will measure whether or not they have been achieved.

Intended outcome (with challenge numbers)	Success criteria (by July 2028)
<p>Improved mathematics and English attainment for disadvantaged pupils for Y1-6 (1,6)</p> <p><i>(see SIP Key Priority 3: Strengthen pupils' retention and depth of knowledge ...)</i></p>	<p>There will be fewer disadvantaged pupils working below age related expectations. The gap between disadvantaged and non-disadvantaged attainment in English and mathematics will be closing year on year. At the beginning of the Autumn term, 32% were well below. This had improved to 24% by the Summer term. Of the 9 children involved, 4 are on an EHCP.</p>
<p>Achieve and sustain improved attendance and punctuality for all pupils particularly those that are disadvantaged. (6)</p> <p><i>(see SIP Key Priority 2: Sustain Positive Behaviour Across All Aspects of School Life)</i></p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The overall attendance rate for all pupils being 90% or higher. • The attendance gap between disadvantaged and non-disadvantaged pupils will be no more than 2%. • Family Support worker, who has the responsibility for attendance, is working effectively with demonstrable impact including working with the local attendance officer.
<p>Improved English attainment in Y3 and Y4 as this is a small cohort and high percentages of SEND. (1-6)</p>	<p>Stamina for writing will be improved in this group. Small group intervention will have a positive impact and pupils will make good progress.</p>

	7% of teaching budget)
Targeted academic support (TA) (approx. 75% of 3 TAs budget)	£56,250
Wider strategies (CPD and family Support approx. 50% of this budget)	£10,000
TOTAL	£90,730

Activity in this academic year (2025-26)

This details how we intend to spend our Pupil Premium (and Recovery Premium funding) **this academic year** to overcome the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Approximate budgeted cost: £24 480

Activity (with challenge number addressed)	Evidence that supports this approach (rationale)	Intended and actual impact with lessons learned
Continuous Professional Development - phonics training for new staff (1,2), EBSA training,	The Education Endowment fund evidences that a systematic synthetic approach to teaching phonics has a positive impact overall (+5 months) . There is very extensive evidence which shows phonics teaching is an important	All teaching and support staff are well-versed in the delivery of phonics, and >90% of PP pupils

<p>Trauma & Attachment training, Catch Up Literacy training (approx £ 1,000)</p>	<p>component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling. All should be taught explicitly.</p>	<p>meet the expected standard by the end of Y2.</p> <p>In KS2, phonics continues to be taught well where needed.</p> <p>March 2026 update</p>
<p>Continuous Professional Development- SHARES (1- 4) (approx £1,500)</p>	<p>EEF evidence guidance https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. DFE - Pupil premium - GOV.UK (www.gov.uk):</p> <p>Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas, with a particular focus on teaching - investing in high-quality teaching, for example: training and professional development for teachers.</p>	<p>Regular lesson observations will result in >75% of them being judged to be of a 'strong standard' or 'exceptional'.</p> <p>March 2026 update</p>
<p>Experienced teachers and TAs deployed in Y3/4 to deliver high</p>	<p>EEF research guidance: Making Best Use of Teaching Assistants. Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four</p>	<p>Assessment results in English and maths demonstrate a clear closing of the gap between PP and NPP children in Y3/4, with</p>

<p>quality interventions in particular alongside rest of school (1-3)</p> <p>(18% of approx £95, 000 = £17 000 =)</p>	<p>additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p>	<p>>90% of PP pupils judged to be making expected progress based on their starting points and <i>scholastic aptitude</i> (NFER term)</p> <p>March 2026 update</p>
<p>Learning Mentor (3,4)</p> <p>(33% of approx £15,000 = £5,000)</p>	<p>The EEF evidences that social and emotional interventions have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths score.</p> <p>While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.</p>	<p>March 2026 update</p>

Intentions for 2026-28 – Teaching

During this period we will:

- Further develop all PP pupils' understanding of their own learning, and their ability to self-regulate effectively
- Increase focus on Early Literacy and Numeracy foundations
- Strengthen vocabulary and oracy skills
- Foster Positive Learning Behaviours and Engagement

These intentions will only be taken forward if data supports the actions and approaches chosen and funding continues to be available. Otherwise, revisions will be made to this section by July 2026.

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

Approximate budgeted cost: £ 56 250 (including £14 040 - 3 TAs, 2 hours per day)

Activity (with challenge number addressed)	Evidence that supports this approach (rationale)	Intended and actual impact with lessons learned
<p>Targeted small group Intervention (1-3)</p> <ol style="list-style-type: none"> 1. Daily reading 2. Handwriting interventions 3. Catch up Literacy 	<p>Mastery Learning and small group tuition.</p> <p>Evidence from the EEF shows that mastery learning can add on average +5 months of learning for pupils engaged in this approach.</p> <p>Mastery learning involves subject matter being broken into blocks or units with predetermined objectives and specified outcomes. Learners must demonstrate mastery on unit assessments, before moving on to new material. Any pupils who do not achieve mastery are provided with extra support through a range of teaching strategies such as more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework. Learners continue the cycle of studying and testing until the mastery criteria are met.</p> <p>Small group intervention is used alongside this approach to secure understanding of concepts. The EEF shows that small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be</p>	<p>Average gain for PP pupils completing the course – 3 months; 60% of these pupils making >5 months progress in 20 weeks.</p> <p>March 2026 update</p>

	used to assess the best way to target support. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.	
Targeted phonic intervention- small group tuition. (1,2)	<p>The EEF evidences that a systematic synthetic approach to teaching phonics has a positive impact overall (+5 months). There is extensive evidence which shows phonics teaching is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>Intervention is key for those pupils that need consolidation through overlearning and varied practise.</p>	<p>At least 75% of PP pupils will achieve the expected standard in the Y1 phonics screening check.</p> <p>March 2026 update</p>
IDL Intervention (1-3)	<p>In 2002, Richard Scrase analysed the progress made by 150 learners on the IDL programme. The study found average improvement rates in reading and spelling by a factor of 4 times.</p> <p>Another research project, Lifting Barriers, was funded by the Big Lottery in 2014. This study included around 1,200 students and confirmed that IDL produces significantly faster reading and spelling related improvements than non-specialist teaching methods – with an average 10 months improvement in reading and 11 months improvement in spelling after just 26 hours on the IDL programme.</p> <p>Egidio Zindato from Lancaster University, conducted a large study and analysed 96,978 performance records on the IDL programme from 2011 to 2018. This study looked at factors including learner demographics, lesson</p>	<p>>70% of the targeted pupils make the average predicted progress on the IDL programme.</p> <p>July 2025 update To be added in due course</p>

	<p>frequency and improvements gained from the programme. The results show that on average 1 session of IDL improves reading ability by 1.9 days and spelling ability by 1.8 days.</p> <p>Another key finding is that 1 new lesson should be implemented every 6 days to maximise spelling improvements and every 8 days to maximise reading improvements. This confirms our recommendation of each pupil spending 1 hour a week on the programme. It is important to distribute new lessons over a period of time that allows learners to repeat, elaborate and stabilise the effects provided by their new training.</p> <p>The research also showed that Key Stage 2 learners showed the greatest improvement in spelling and Key Stage 3 learners showed the greatest improvement in reading on the programme.</p>	
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Intentions for 2026-28 – Targeted academic support

During this period we will:

- Continue to develop the use of targeted small group interventions (eg phonics)
- Continue the IDL programme with those pupils who should benefit most
- Strengthen Individualised progress with Targeted Learning Plans

These intentions will only be taken forward if data supports the actions and approaches chosen and funding continues to be available. Otherwise, revisions will be made to this section by July 2026.

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

Approximate budgeted cost: £10 000

Activity	Evidence that supports this approach (rationale)	Intended and actual impact with lessons learned
Attendance panels (6)	<p>The DfE recognises the importance of getting the basics right, like attendance and behaviour, and understand that failing to put these building blocks in place will undermine the effectiveness of the PPG in raising standards. Successful schools set up rapid response systems to address poor attendance. This involves staff contacting home immediately if a child fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.</p> <p>Strategies in place: Family liaison worker- detailed attendance records, letters and emails sent when attendance is declining. Parent meetings organised if below or approaching 90%. Termly attendance workshops offered with support from the community family support worker. Welfare check on day 3 of absence- home visits if necessary. Attendance prize draw (inclusive of all)</p>	<p>PP pupils' average attendance will be above 95%. If attendance for an individual PP pupil does fall below 95% within a half term, attendance panels and other processes will ensure this improves for all pupils the following half term.</p> <p>July 2025 update: DA attendance for 2024-25 – 92.9% (a number of these are on EHCPs and were off school for medical reasons).</p>
<p>Intentions for 2026-28 – Wider strategies</p> <p>During this period we will:</p> <ul style="list-style-type: none"> Aim to move PP attendance to >95.5% by extending and improving attendance programmes <p><i>These intentions will only be taken forward if data supports the actions and approaches chosen and funding continues to be available. Otherwise, revisions will be made to this section by July 2026.</i></p>		

Part B: Review of outcomes in the previous academic year (2024-25)

Pupil Premium Strategy outcomes

Note: During the academic year 2024-25 there were only 3 PP pupils in Y6, meaning that statistically our only possible proportional outcomes in the KS2 published data for PP students were 0%, 33%, 67% and 100%. In addition, 3 out of this group of 3 had SEND

This details the impact that our Pupil Premium activity had on pupils in the 2024-25 academic year (published end of KS2 data and additional internal assessments).

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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

Further information (optional)

The school will continue to implement the Welcomm Programme to improve listening, attention, and vocabulary skills in Reception pupils. The programme was made available to school through the Department of Education's partnership with the Education Endowment Foundation and other delivery partners.

We will also continue to take part in the project 'Parents and Children Together' (PACT - 3). PACT is an early language programme for parents to deliver to their child in the home. This school has been involved in this project for three years.