

Pupil premium strategy statement

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 and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	370
Proportion (%) of pupil premium eligible pupils	29.5%
Academic year/years that our current pupil premium strategy plan covers	2026/2027
Date this statement was published	December 2026
Date on which it will be reviewed	August 2027
Statement authorised by	Stewart Duguid, Chair of the Academy Board
Pupil premium lead	Kingsley Thomas, Headteacher
Governor / Trustee lead	Zainab Jamil, Chair of the Local Advisory Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£168,950

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Low literacy and communication skills: a high number of PP children arrive with low language and communication skills. In Early Years, Attention Hillingdon and PALs are required to support PSED alongside interventions for closing the gap. At KS2, the reading and writing gap narrows but is still significantly lower, at between 25% - 34% compared with other pupils.
2	Internal and external assessment data show that disadvantaged pupils' attainment in mathematics remains significantly below that of their non-disadvantaged peers. At Reception, there is a 4.9-month deficit in numerical skills compared with other pupils, while at the end of KS2, there is a 30%–40% attainment gap in mathematics.
3	Attendance rates for PP pupils are lower than those of their peers. Over the last three years, the attendance gap has ranged from 2% - 4%. Persistent absence among disadvantaged pupils is also a cause for concern.
4	Low social and emotional skills: we need to put in support for PP children who consistently show poor skills in maintaining friendships and demonstrate unacceptable levels of over reactions to incidents.
5	Resilience for learning: a significant number of PP children lack concentration and stamina for learning, which can manifest as low-level classroom disruption. These children require support for reading daily and for completion of their work.

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 improve the literacy and communication skills of PP pupils and narrow the attainment gap.	At least 60% of PP pupils will meet or exceed the expected standard in reading and writing by the end of KS2. Progress will be evidenced through observations, book scrutiny, and both internal and external assessments.

To improve mathematical attainment and close the gap between disadvantaged pupils and their peers.	At least 60% of PP pupils meet or exceed the expected standard in mathematics by the end of KS2, with progress evidenced through observations, book scrutiny, and internal and external assessments.
To improve and sustain attendance for all pupils, with a particular focus on disadvantaged pupils.	A sustained improvement in attendance of between 2% and 4%, alongside a reduction in unauthorised and persistent absence, with overall persistent absence not exceeding 15%.
To improve the social and emotional skills of PP pupils, enabling them to develop positive friendships and manage their emotions more effectively.	PP pupils demonstrate improved emotional regulation and positive relationships, evidenced through pupil voice, behaviour records, observations and pastoral monitoring.
To improve the resilience, concentration and learning stamina of PP pupils, enabling them to engage more consistently and independently with their learning.	PP pupils demonstrate improved concentration and learning stamina, with at least 60% completing their work and engaging in daily reading with reduced reliance on adult support. Progress will be evidenced through observations, book scrutiny, reading records and behaviour monitoring.

Activity in this academic year

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: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain extremely high standards in Phonics. Ensure all relevant staff (including new staff) have received up to date training to deliver the phonics programme effectively.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4 -7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading.	1

	Qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading. EEF Teaching and Learning Toolkit October 2023.	
Relentless focus on early years impact on learning. Ensure all relevant staff (including new staff) have received up to date training in the new EYFS Framework, and in Tapestry.	The evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low-income families. Once early years provision is in place, improving the quality of provision, for example by training staff to improve the interaction between staff and children, appears to be more promising than increasing the quantity of provision (by providing extra hours in the day), or changing the physical environment of early years settings. EEF Teaching and Learning Toolkit October 2023.	1
Professional development, training and support. Focused CPD to improve quality of teaching and learning from good to outstanding. This will also include the mentoring of new staff.	Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all learners and has a particularly positive effect on children eligible for the Pupil Premium. EEF Guide to Pupil Premium.	1 & 2

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions in literacy and numeracy for disadvantaged pupils.	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular	1 & 2

	sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Programmes involving Teaching assistants or volunteers can have a valuable impact, but tend to be less effective than those using experienced and specifically trained teachers, which have nearly twice the effect on average. Overall, the evidence is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. EEF Teaching and Learning Toolkit October 2023.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted group intervention for PP children across Early Years to KS2 for pastoral care.	Pupils have been identified and recommendations made through Rowensbrook Training Centre to conduct group interventions for these pupils to ensure that they manage their feelings and emotions.	3, 4 & 5
PP pupils are equipped with metacognitive strategies which they can utilise to regulate their own feelings and emotions in school and at home. All classes implement the Zones of Regulation and support the children in improving their personal development skills.	Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. EEF Teaching and Learning Toolkit October 2023.	3, 4 & 5
Improve attendance	The higher the overall absence rate	3

and reduce persistent absence for PP pupils. Keep in contact continually with parents /carers of PP pupils whose attendance falls below 96%. Additionally receive support from the Attendance Team to support disadvantaged children with poor attendance.	across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4. The Department for Education (DfE), 2022.	
Increase parental engagement. Personalised invitations to PP parents, guardians and carers to workshops and information events, including Stay and Read, Phonics workshops etc....	The EEF has tested a number of interventions designed to improve pupils' outcomes by engaging parents in different types of skills development. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost. EEF Teaching and Learning Toolkit October 2023.	3, 4 & 5

Total budgeted cost: £170,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have undertaken a detailed review of the attainment and progress of disadvantaged pupils over the previous academic year, using a range of national assessment outcomes alongside our internal summative and formative assessment evidence.

At EYFS, **87.5%** of our disadvantaged pupils achieved a good level of development, compared with **89.3%** of our non-disadvantaged learners. This demonstrates that the attainment gap between the two groups was relatively narrow, with disadvantaged pupils achieving outcomes broadly in line with their non-disadvantaged peers.

For the Year 1 Phonics Screening Assessment, **64%** of our disadvantaged pupils passed, compared with **88%** of our non-disadvantaged learners. This highlights a gap in phonics attainment, which will remain a key area of focus within our Pupil Premium Strategy to ensure disadvantaged pupils receive targeted support to secure the necessary knowledge and skills.

The data indicated that at KS2, **71%** of disadvantaged pupils achieved RWM, compared to **76.5%** of non-disadvantaged pupils. **14%** of the PP cohort achieved RWM at the higher standard (GD).

In Reading, **85.7%** of disadvantaged pupils achieved the expected standard, compared to **92.2%** of non-disadvantaged pupils. **21.4%** of the cohort achieved Reading at GD.

In Writing, **85.7%** of disadvantaged pupils achieved the expected standard, compared to **82.4%** of non-disadvantaged pupils. **2.4%** of the PP cohort achieved Writing at GD.

In Mathematics, **78.6%** of disadvantaged pupils achieved the expected standard, compared to **92.2%** of non-disadvantaged pupils. While **35.7%** of our PP achieved GD.

Overall, the KS2 outcomes demonstrate that disadvantaged pupils made positive progress across a number of key measures, with outcomes in several areas broadly in line with or above national outcomes for disadvantaged pupils. The impact of the COVID-19 pandemic remains an important mitigating factor, particularly given the disruption to pupils' learning during their earlier years of education. Despite this, the school has continued to identify gaps in attainment and provide targeted support to improve outcomes. Moving forward, a continued focus on reading, writing and mathematics will be important in further narrowing the gap between disadvantaged and non-disadvantaged pupils.

Based on last year's internal and external data, it is evident that our Pupil Premium Strategy was highly effective in narrowing the gap between disadvantaged and non-disadvantaged pupils. Based on lessons learnt, the plan for this year has been fine-

tuned to further support the academic, social and emotional development of our disadvantaged pupils.