

Pupil premium strategy statement – Primrose Hill C of E Primary Academy 2025-2026

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	209
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 26
Statement authorised by	Emma Mignaud
Pupil premium lead	Rachel Parker
Governor / Trustee lead	Greg Elliott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,450
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£75,450

Part A: Pupil premium strategy plan

Statement of intent

Jeremiah 29:11 - For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future.

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring quality first teaching and learning in every class, across the whole curriculum.
- Early identification of children who are eligible to receive PPG.
- Closing the attainment gap between disadvantaged pupils and their peers, especially in phonics, reading, writing and maths.
- Providing targeted academic support for pupils who are not making the expected progress in phonics, reading, writing and maths.
- Addressing non-academic barriers to attainment such as fulfilment of basic needs, attendance or social and emotional needs.
- To provide opportunities for our children to be aspirational through our vision and character education to include widening opportunities and increasing cultural capital.
- Ensuring that the PPG reaches the pupils who need it most.

DGAT Priorities

- Every child attends a high-quality, inclusive school where they feel safe, succeed, thrive and are well prepared to make a positive impact in the world.
- Pupil outcomes are above national average in all key stages and subjects.
- The gaps between disadvantaged and vulnerable pupils and their peers are closing.
- Attendance is above national average.

Challenges

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

Challenge number	Detail of challenge
1	The attainment gap between disadvantaged (PP) and non-disadvantaged pupils is narrowing from EYFS starting points by the end of KS1. However, a gap remains, and it continues to widen at the 'Greater Depth' standard
2	Poor resilience and reluctance to stretch own learning
3	Limited exposure to wider world knowledge and aspirations
4	Poor attendance and punctuality

5	Lack of parental engagement – (Basic needs not met leading to poor mental health and wellbeing due to economic crisis, rising bills)
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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
<p>Quality of teaching</p> <p>1. Ensure the continuation of quality first teaching in all curriculum subjects.</p> <p>2. Use of assessment to ensure all children keep up rather than catch up to close the attainment gap between pp and non-pp children including greater depth.</p> <p>3. Clear assessment systems across the school in foundation subjects to ensure children are acquiring the skills, knowledge and vocabulary needed to know more and remember more.</p> <p>4. Outcomes are measured and children quickly identified for interventions, or SEND provision to close attainment gaps.</p>	<p>Outcomes for pupils across the school to continue to be national average or above at EYFS, KS1 and 2.</p> <p>Attainment gap between disadvantaged pupils and their peers, especially in phonics, reading, writing and maths has been reduced.</p> <p>Pupil progress meetings every 2 weeks show the effectiveness of teaching, tutoring and interventions for all pupils.</p> <p>Sonar statements are used effectively by teachers to track and monitor skills, knowledge and vocabulary retention in the foundation subjects.</p> <p>Pixl data and interventions used to track progress and close attainment gaps.</p>
<p>Targeted academic support</p> <p>1. Structured interventions: targeted English and maths teaching for pupils who are below age-related expectations.</p> <p>2. Support for disadvantaged pupils: Creating additional teaching and learning opportunities within the school day and using trained TAs to deliver additional tutoring sessions.</p> <p>3. Pastoral support for vulnerable children.</p> <p>4. Provision maps updated termly to carefully track all pupils' progress.</p> <p>5. Sonar used effectively as a mark book to ensure gaps are closed quickly and children achieving ARE across the curriculum.</p>	<p>Children in all year groups working at ARE or higher in English and Maths EYFS/KS1/KS2. (Sonar/SATS/GLD/PSC/TTC/Pixl Assessments/Can do assessments)</p> <p>Intervention entry and exit data shows significant rapid progress.</p> <p>PP disadvantaged pupils identified and planned opportunities evident on provision maps and my plans if appropriate. PP lead/SENDCo monitor impact regularly. (Provision maps and monitoring)</p> <p>PiXL meetings used to identify any pastoral needs of PP children. Pastoral lead works closely with RSL to close barriers for children to be able to access learning.</p> <p>These are reviewed regularly with teachers at pupil progress meetings.</p> <p>TAs employed to deliver interventions in and out of whole class teaching: (Pixl)</p> <p>Interventions will be fluid and tracked carefully providing rapid catch up and pre-teaching when appropriate.</p>

	<p>Sonar statements are highlighted to show progress in all subjects.</p>
<p>Wider strategies</p> <ol style="list-style-type: none"> 1. Character education (Life in all its fulness) to live out the core values and school vision in all pupils' learning to widen aspirations. 2. Attendance and parental engagement: SENDco/pastoral team to monitor and improve attendance by fostering links with parents and signposting support as appropriate. 3. Breakfast club and after school clubs offered to disadvantaged families. 4. Primrose Hill pantry and signposting/early help offer to support most vulnerable families to ensure basic needs are met. 5. Intervention groups to support wellbeing and mental health run by SENDCo/pastoral team to include ELSA sessions and service family support. 6. 'Compassionomic' conversations between staff and pupils – 40 second conversations to build up positive relationships and a sense of belonging. 7. Mountain Range of learning used to show children success of their achievements. 	<p>Children will talk about their possible future careers, showing aspiration, linked to famous people of all gender, race, ethnicity ability. (Pupil voice, afternoon subject slides.) OF-STED personal development OUTSTANDING. (2022)</p> <p>Children in all year groups achieving 'Life in all its Fullness' enrichment offer. (Certificate/badge tracker – Gold Badges for achieving all certificate in a value.)</p> <p>Children can give examples of the 6 values and link to Bible stories. (Pupil voice/RE work/Collective Worship)</p> <p>Higher percentage of attendance across the school (Arbor) = higher attainment</p> <p>Children in school on time so intervention work is more effective raising standards.</p> <p>Higher percentage of parents attending meetings and supporting their children at home. Less children at homework club as work will have been completed at home.</p> <p>Staff supporting children to complete their homework in school to reach the top of their mountain.</p> <p>Children are ready to learn and achieve ARE. (Sonar)</p> <p>Children at PH feel safe, secure and happy. Children identified for TA support during parent absence (Service families) and for Pastoral/ELSA support. Children emotionally ready to learn. ELSA interventions show progress. Early help referrals are made quickly and other services used to improve self-esteem of children.</p> <p>Children can see what a 'brighter future' looks like and can join in activities that show the wider world.</p>
<p>Quality of teaching</p> <ol style="list-style-type: none"> 1. Ensure the continuation of quality first teaching in all curriculum subjects. 2. Use of assessment to ensure all children keep up rather than catch up to close the attainment gap between pp and non-pp children including greater depth. 3. Clear assessment systems across the school in foundation subjects to ensure children are acquiring the skills, knowledge and vocabulary needed to know more and remember more. 4. Outcomes are measured and children quickly identified for intervention, tutoring or SEND provision to close attainment gaps. 	<p>Outcomes for pupils across the school to continue to be at national average or higher at EYFS, KS1 and 2.</p> <p>Attainment gap between disadvantaged pupils and their peers, especially in phonics, reading, writing and maths has been reduced.</p> <p>Pupil progress meetings every 2 weeks show the effectiveness of teaching and interventions for all pupils in a timely way.</p> <p>Sonar statements are used effectively by teachers to track and monitor skills, knowledge and vocabulary retention in the foundation subjects.</p>

5. Pixl 3 in 3 maths, reading and grammar used to teach gaps following assessments.	
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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: £ 1800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular monitoring by SLT and subject leaders and feedback given to staff.	<p>Research shows that ongoing monitoring and feedback significantly improves learning outcomes. Formative assessment and feedback loops allow teachers to adjust instruction quickly, leading to better pupil progress and engagement. Students who receive regular feedback outperform those who only receive end-of-term feedback because it enables timely intervention and promotes a growth mindset.</p> <p>Ofsted emphasises that strong internal quality assurance processes, including monitoring by SLT and subject leaders, are key to maintaining high standards and improving teaching quality.</p>	1, 2
Ongoing professional development to upskill teachers.	<p>Using PiXL assessments and interventions is highly effective because they enable teachers to deliver high-quality lessons that close attainment gaps. Diagnostic assessment through PiXL and Sonar data ensures gaps are identified and addressed quickly, supporting responsive teaching so that all pupils, including the most disadvantaged, keep up and catch up.</p> <p>As WalkThru states, <i>“Responsive teaching means using assessment to adapt instruction so that all pupils, including the most disadvantaged, keep up and catch up.”</i> This approach is</p>	1, 2, 3

	<p>reinforced by the EEF, which highlights that <i>“Diagnostic assessment and targeted intervention are among the most effective ways to improve outcomes for pupils who are behind.”</i> Pupils will know more and remember more through retrieval practice, low-stakes quizzing, and curriculum-linked writing via the Write Journey, which maximises learning time and improves attainment in English and foundation subjects. WalkThru principles such as deliberate practice and instructional coaching ensure teachers embed these strategies consistently, while PiXL interventions provide structured support to prevent widening gaps, particularly for PP children. Evidence from the EEF further supports this, stating that <i>“Small group or one-to-one tuition is effective when it is targeted at specific needs.”</i> Together, these approaches will lead to improved pupil outcomes, visible in books, pupil voice, and formal assessment data.</p>	
<i>PiXL Assessments</i>	<p>Children's standardised scores show that they have maintained or improved from last academic year. Teacher's use the data analysis from these assessments to know gaps in learning and can plan for interventions and whole class teaching to teach these gaps so children catch up and keep up.</p> <p>Dr Ben Styles, Head of Classroom Practice and Workforce at NFER said: <i>“The huge effort from teachers and school leaders appears to be leading to encouraging recovery amongst some of our youngest pupils, but the dis-advantage attainment gap remains a real concern.”</i></p>	1
Teachmate AI £395	<p>Using TeachMate AI in primary schools will significantly improve teaching and learning by reducing teacher workload and enhancing lesson quality. Research from the Education Endowment Foundation shows that teachers using AI tools for planning can cut lesson preparation time by up to 31% without any noticeable drop in quality: <i>“There was no noticeable difference in quality between the two groups.”</i> This time-saving allows teachers to focus on what matters most—working directly with pupils. As one teacher in the TeachMate AI pilot stated, <i>“By automating certain tasks and providing personalised feedback, AI can help</i></p>	1,2

	<p><i>students reach their full potential while reducing the workload of teachers.</i>" Furthermore, TeachMate AI is designed by educators for educators, ensuring that resources are practical and curriculum-aligned. Harvard research reinforces this approach, noting that "<i>AI could add to students' everyday learning landscape,</i>" while Stanford highlights its potential to "<i>enhance personalized support for teachers at scale.</i>" By integrating TeachMate AI, schools can free up teacher time, improve instructional quality, and create more opportunities for pupils to know more and remember more.</p>	
<i>Ed Shed Literacy</i> £170	Using EdShed Literacy is highly effective because it provides carefully planned and sequenced lessons that ensure progression and correct pitch for every learner. This structured approach means all children can achieve in each lesson, building confidence and mastery over time. Its adaptive resources allow teachers to differentiate easily, supporting both catch-up and stretch for pupils. The platform promotes consistency across classes and year groups, which is vital for sustained progress. Furthermore, EdShed's interactive and engaging activities motivate pupils, making literacy learning enjoyable while improving retention. By combining high-quality planning with formative assessment tools, teachers can monitor progress effectively and respond quickly to emerging needs. This aligns with EEF guidance that " <i>structured and systematic approaches to teaching literacy have a positive impact on pupil outcomes.</i> " Ultimately, EdShed ensures that literacy teaching is evidence-informed and impactful.	1
<i>Can do Maths</i> £420 TTRS/Numbots £270	An increase in maths fluency supports all maths learning and therefore achievement. The mastery approach deepens understanding for children and enables them to make connections across concepts. Quick recall of times tables facts reduces cognitive load in maths lessons so that children can apply their learning to reasoning and problem solving. As the NCETM states, " <i>Fluency in a small set of key facts allows students to focus on a wide</i>	1, 2, 5

	<p><i>range of concepts... relieving cognitive load in order to focus more readily on concepts.</i>" Children practise skills at home using Times Tables Rock Stars (TTRS) and NumBots, which are trusted by thousands of schools and proven to improve recall and fluency. TTRS <i>"automatically adapts to each child's unique learning needs"</i> and helps them <i>"recall their times tables in record speed,"</i> while NumBots delivers the "triple win" of <i>"understanding, recall and fluency"</i> in addition and subtraction. Can Do Maths supports mastery by providing carefully sequenced lessons that build procedural fluency and conceptual understanding. Certificates awarded in Celebration Worship raise aspirations and self-esteem, motivating pupils to engage consistently. These approaches align with EEF guidance that structured, systematic practice and retrieval are essential for improving outcomes in mathematics.</p>	
<p><i>ELS spelling Subscription</i> £125 <i>ELS Online Subscription</i> £420</p>	<p>ELS Essential Spelling is vital because it supports the important transition from phonics to confident spelling in Years 2–6. Building on the foundations of ELS phonics, it provides carefully sequenced lessons that teach spelling patterns, morphology, and etymology, ensuring progression and correct pitch for all learners. This structured approach reduces gaps and reinforces prior knowledge, helping pupils apply spelling in context and develop fluency. As Oxford University Press states, <i>"ELS Essential Spelling aids the important transition from phonics to spelling,"</i> while the EEF recommends, <i>"Explicitly teach spellings and provide pupils with extensive opportunities to practice them."</i> Furthermore, the EEF highlights that <i>"Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition."</i> By embedding systematic, evidence-based spelling instruction, ELS ensures pupils become confident writers, improving outcomes across the curriculum.</p>	<p>1, 2</p>

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

Budgeted cost: £28,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TAs employed to deliver targeted interventions.</i>	(PiXL interventions have been proven to accelerate progress and close gaps so that pupils achieve age-related expectations. These strategies are grounded in diagnostic assessment and targeted teaching, which the EEF identifies as highly effective: <i>“Diagnostic assessment and targeted intervention are among the most effective ways to improve outcomes for pupils who are behind.”</i> Using teaching assistants who know the children well and have strong relationships ensures engagement and accurate next steps. The EEF also highlights that <i>“Teaching assistants can have a positive impact when they are deployed to deliver structured interventions, particularly when they are well-trained and supported.”</i> This combination of precise PiXL resources and trusted adults creates a supportive environment where pupils feel confident, leading to rapid catch-up and sustained progress.	1,2
<i>Plus 1 Power of 2 £50</i>	A maths support tool ideal for children who benefit from repeated maths practice. Dyslexic students benefit from the clear language and repetition, and those with dyscalculia benefit from the highly structured approach with clear explanations. Designed to be used 4-5 times a week for around 10-15 minutes.	1,2
<i>Nessy £320</i>	Nessy Reading and Spelling was developed at the Bristol Dyslexia Centre by a team of specialists. The program has been used since 1999, with millions of children worldwide. It is designed for children 6-11 years old, although many older students find the program helpful. Nessy is not just for dyslexia.	1, 2
<i>Handwriting intervention books £20</i>	The writing Framework states that stronger foundations in fluent handwriting frees up children's working memory , allowing them to focus on content, creativity, and accuracy.	1, 2

	Resources for those children who need more support to embed handwriting in order to meet ARE are needed for deliberate practice.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 45,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral lead to support service children (From SPP funding)</i>	Evidence shows effective pastoral support for Service children involves transition, help, mentoring, resilience building, communication links and community creation. This helps to combat isolation from parental deployment and frequent moves, focusing on tailored emotional support, consistent learning, and strong home-school links to address unique challenges like anxiety and disrupted routines.	5
<i>Pastoral/attendance lead to monitor attendance and support families to improve punctuality and attendance.</i>	Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance and achievement may appear early in a child's school career. ... Research shows that attendance is an important factor in student achievement.	4
<i>SENDco/Pastoral lead to support wellbeing.</i>	Public <i>Health</i> England exists to protect and <i>improve</i> the nation's <i>health</i> ... Research <i>evidence</i> shows that education and <i>health</i> are closely linked. Wellbeing is a crucial prerequisite for achievement. Achievement is essential for well-being; failure leads to ill-being. Well-being has its own value: it complements academic achievement. ELSA: The ELSA (Emotional Literacy Support Assistant) intervention was originally developed within Southampton, then Hampshire, by Sheila Burton, Educational Psychologist. It was designed to build the capacity of schools to support the emotional needs of their	5

	<p>pupils from within their own resources. This is achieved by training teaching assistants to develop and deliver individualised support programmes to meet the emotional needs of children and teenagers in their care. It recognises that children learn better and are happier in school if their emotional needs are also addressed. This intervention is now widely implemented by educational psychologists across Britain.</p>	
<p><i>Parent workshops/meetings, signposting and support to include promotion of Primrose Pantry.</i></p> <p><i>SENDco/Pastoral lead costs for these roles:</i></p>	<p>Research evidence shows a strong association between the involvement of parents in their child's education and that child's subsequent attainment. This means that, on average, a child with parent(s) fully engaged in their learning will do better on standardised tests of attainment than a child without such parents.</p> <p>The Holiday Activities and Food (HAF) programme provides strong evidence of support for families by easing financial burdens, improving children's health (nutrition, activity, social skills), reducing holiday isolation, boosting attendance, and offering enriching experiences like sports, arts, and healthy meals, with overwhelming parental approval for its benefits in managing work/life balance and providing crucial support during school breaks, as shown in data from local councils and university evaluations.</p>	5
<p><i>Breakfast club</i></p> <p><i>After School Club</i></p>	<p>The Department for Education reports that schools offering free breakfast clubs see "improvements in behaviour, attendance, and academic attainment" and a "calmer environment during the school day." The Education Endowment Foundation adds that free breakfast provision in high-deprivation schools can lead to "the equivalent of two additional months' progress in reading, writing, and maths." Breakfast clubs also support punctuality and social wellbeing, as pupils enjoy mixing with friends before lessons and parents are encouraged to send children in earlier. Targeted pupils are invited free of charge to ensure a positive start and smooth transition into the school day. In addition, PP and FSM children whose parents have work commitments are offered free places at after-school clubs, providing a safe, structured environment that supports social</p>	4, 5

	development and reduces stress for families. Together, these wraparound provisions raise aspirations, improve attendance, and contribute to better academic and emotional outcomes for pupils	
<i>Trip Support for PP</i> £1,000	<p>To allow all children the experiences to enable them to grow a brighter future that they may not be able to attend. These experiences include trips to the theatre, residential and class trips to embed curriculum learning.</p> <p>Strong evidence shows educational trips boost Pupil Premium (PP) (disadvantaged) children's outcomes by increasing curiosity, academic engagement, social skills, and real-world understanding, bridging cultural gaps, boosting confidence, and making learning tangible. These experiences combat disadvantage by offering crucial exposure, enriching cultural capital, and fostering resilience, proving vital for those lacking similar opportunities.</p>	3, 5

Total budgeted cost: £75,450

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The strategic use of Pupil Premium funding has had a significant impact on attainment and progress across the school.

GL assessments are used effectively to identify gaps in knowledge, enabling teachers to deliver rapid and targeted interventions through high-quality first teaching. Essential Letters and Sounds (ELS) ensures a consistent approach to phonics and spelling from EYFS through KS2. This has resulted in exceptional outcomes, including a Year 1 Phonics Screening Check pass rate of 97%, with 100% of Pupil Premium pupils achieving the expected standard—well above national averages. The introduction of ELS spelling in Years 3 and 4 has strengthened fidelity to the scheme and supported progression into KS2.

The Can Do Maths mastery approach is embedded from EYFS to Year 6, ensuring conceptual understanding and fluency. Combined with ELS phonics, this has contributed to outstanding results, with KS2 Pupil Premium pupils achieving 100% age-related expectations in both English and maths, significantly above national benchmarks. The use of Times Tables Rock Stars (TTRS) and Numbots has further improved arithmetic fluency across KS2.

Intervention data demonstrates rapid progress for disadvantaged learners following targeted support. Programmes such as Project X for reading and Numberstacks for maths accelerate attainment, while WalkThru questioning strategies ensure Pupil Premium pupils are actively engaged and challenged in every lesson, promoting deeper understanding and active learning. Bespoke TTRS was given to children depending on their personal needs and times table development, this improved number knowledge and retrieval facts.

The school prioritises wellbeing and enrichment to remove barriers and promote equity. Pupil Premium pupils receive support to access trips, breakfast and after-school clubs, and uniform through the swap scheme. Music lessons through I Rock build confidence and self-esteem, culminating in performance opportunities. External agencies and enrichment activities—including sports competitions, musical performances, theatre visits, and inspirational speakers—broaden horizons and support physical and mental health.

Pastoral initiatives such as Early Help and the Primrose Pantry food bank provide

essential support for families, improving engagement and reducing barriers to learning. Attendance is closely monitored, with strong relationships between the pastoral lead and families ensuring effective intervention when needed. Positive feedback from parents, including service families, evidences the success of these strategies in supporting children during challenging circumstances.

Overall, data and qualitative evidence demonstrate that Pupil Premium pupils thrive academically, socially, and emotionally. The comprehensive and targeted approach ensures equity of opportunity, enabling disadvantaged pupils to achieve highly and develop confidence, resilience, and a love of learning.

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
Numberstacks	Numberstacks
Project X Code	OUP
Can do Maths	Buzzard Publishing
Maths Shed and Literacy Shed	Ed Shed
Numbots/TTRS	Numbots/TTRS
Plus 1 and Power of 2	123 Learning