Pupil premium strategy statement 2025/26

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	411
Proportion (%) of pupil premium eligible pupils	37.5% (151)
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)**	2024-27
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Liam Frost
Pupil premium lead	Liam Frost (Rachel Howard)
Governor / Trustee lead	Magen Inon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£222,705
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£222,705

Part A: Pupil premium strategy plan

Statement of intent

The ultimate objectives of our current strategy plan are:

- To ensure all children receive high quality teaching is meeting the needs of all pupils including the highest and lowest attaining 20%
- To improve attainment and progress outcomes for pupils experiencing disadvantage
- To improve the teaching and learning of Writing to support closing the disadvantage gap
- To provide individualised learning opportunities and interventions where appropriate for children of all attainment levels, as identified by our data.
- To provide an extensive network of social and emotional support for children and families, including as high level of universal support as well as targeted support.
- To facilitate a wide range of enrichment experiences to build the cultural capital of all children and raise aspirations for our disadvantaged students
- To work effectively with parents and families from entry to accelerate progress throughout the school

At Primrose Hill Primary School our aim is to diminish the difference between disadvantaged students and their peers in terms of attainment and ensure that every child achieves their full potential. We aim to provide a tailored package of support, which emerges from our core practices. This includes a focus on providing high quality teaching for all children, targeted academic support for children who need additional input and wider enrichment experiences and social and emotional support.

The nature and frequency of individualised support is determined by pupils' identified needs, following termly pupil progress meetings with class teachers and SLT through analysis of assessment data to identify gaps in attainment and progress, and through analysis of behaviour records to identify possible challenges. Our children make good progress from their starting points as a result of the high quality teaching and intervention they receive.

Spending is also prioritised for bought-in professional services which focus on pastoral and mental health support for our children to ensure their social, emotional and wellbeing needs are met. This approach is supported by the research paper, 'Supporting the attainment of disadvantaged pupils: articulating success and good practice' produced by the National Foundation for Educational Research, which identifies several building blocks to success with regard to PP spend. The report states:
'More successful schools tended to have more extensive social and emotional support strategies in place, including developing close links with mental health services, creating a 'social care' hub within the school, providing counselling services and parent liaison staff, alongside teaching and learning interventions.'

This year, we will be continuing to focus on developing high quality teaching provision to support all children to achieve their best. We will also continue to run targeted interventions and individualised academic support, utilising Action Tutoring and our school led tutoring provision. We will be continuing to provide a range of wellbeing support for children and families, with a particular focus on re-embedding high quality practice and putting significant effort into monitoring and supporting children and families with lower attendance.

Challenges

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

Challenge number	Detail of challenge
1	Our baseline entry assessments show that our disadvantaged children have low starting points when they arrive in EYFS, particularly in the prime areas of learning including communication and language. Many of our disadvantaged students are also EAL and have lower communication and language skills upon entering the school. This is a common theme throughout the school as our disadvantaged children typically have lower communication and language skills than their peers.
2	Our EYFS, Phonics and KS1 attainment data shows a significant gap between disadvantaged students and their peers, this is particularly evident in Writing.
3	As of Autumn 1, our whole school attendance is currently 0.5% lower than our target of 96% whole school attendance. At this stage in the year, 19% of our persistent absentees are disadvantaged (down from 55% this time last year in 2024).
4	Our disadvantaged children may be more vulnerable to SEMH & PSED need. We want to provide a range of access to targeted support services for children and their families.
5	Our children have often had limited exposure to and engagement with enrichment experiences outside of school.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To support all children to achieve their potential and make good progress, regardless of their starting points, through the provision of high quality whole class teaching.	- Effective and consistent teaching and learning policy to guide and support practice, setting out high expectations and standards. - A focus on development of teaching and learning for staff across the school, leading to developments in practice - Reduced attainment gap between disadvantaged pupils and others across the school, in Reading, Writing and Maths.
To support disadvantaged children to make accelerated progress in reading and phonics, especially in EYFS & KS1, through Early Reading provision.	- Reduced attainment gap between disadvantaged pupils and others in EYFS GLD, particularly for CLL and Literacy, in line with national and local averages. - Reduced attainment gap between disadvantaged pupils and others in KS1 phonics screening, in line with national and local averages. - Reduced attainment gap between disadvantaged pupils and others in KS1 Reading, in line with local and national averages. - Early reading provision is embedded and consistent across the school, including targeted interventions for children who

	fall behind, utilising the Little Wandle SSP.
To support disadvantaged children to make accelerated progress in Writing.	- Reduced attainment gap between disadvantaged pupils and others in Writing attainment at KS1 & KS2 in line with national and local averages. - Newly designed Writing curriculum embedded and consistently taught with high expectations for all writers across the school. - A focus on development of teaching and learning of Writing for staff across the school, leading to developments in practice
To develop children's oracy, language and vocabulary acquisition across the school.	- Reduced attainment gap between disadvantaged pupils and others in EYFS GLD, particularly for CLL, in line with national and local averages. - Reduced attainment gap between disadvantaged pupils and others in KS1 & KS2, in line with national and local averages. - Opportunities for children to present their learning to families and to allow parents to engage with learning opportunities - Whole school strategy for oracy and vocabulary teaching embedded across the curriculum
To ensure attendance of PP and all children is 96%+.	- PP children will achieve 96%+ attendance. - Attendance team to have a robust and rigorous system of monitoring and providing support for families with lower attendance - Attendance initiatives and systems established in school to promote to children and parents
To provide high quality pastoral and mental health provision across the school so that disadvantaged children are not over-represented in behaviour data.	- Behaviour data for disadvantaged children will be in line with their peers. - Provision of support targeted to individual children and families' needs.
To provide enrichment opportunities within and beyond the curriculum for disadvantaged children.	- Subsidising trips and visits for disadvantaged children to allow access for all - Provision of enrichment within the curriculum eg.exhibitions, parent events, visitors from outside of school, workshops - Subsidising after school clubs to support all children to attend for enrichment and health, offering free clubs for those families in need

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: £ *118,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teaching (SLT / Teaching staff)	Additional SLT tutoring time reading in Reception and Phonics/Guided Reading in KS1 Small Group: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition One to one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2
Additional teaching Y6 Reading & Maths groups SLT/HLTA support	International research evidence suggests that reducing class size can have positive impact on disadvantaged pupils – but these effects are not seen until the numbers of pupils have decreased substantially (20 or under) and enables teachers to change their teaching approach to the extent that this changes the learning behaviours of the pupils https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	2
HLTA support across the school	3 HLTAs (1 in EYFS & Y1/2, 1 in Y3/4, 1 in Y5/6) - evidence shows that HLTAs value being in a specific team and this enhances their role. https://www.nfer.ac.uk/publications/HLT01/HLT01.pdf	1,2,4

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

Budgeted cost: £ *52,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention – run by TAs across the school both 1:1 and in small group	EEF: 'Evidence stated state teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2
Action Tutoring for Y5 disadvantaged and low attaining children	EEF: 'Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2

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

Budgeted cost: £ *67,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised trips, clubs, child care	The EEF states that 'There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes'. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	6
Inclusion Team - including Pastoral Lead & Family Liaison Officer	Further evidence illustrates the importance of engaging parents in early interventions as a means of positively impacting children's education: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5
Therapy	Studies show that one to one school based counselling for primary aged children led to improvements in mental health measures that were maintained over two years. https://pmc.ncbi.nlm.nih.gov/articles/PMC8121011/?utm_ There is evidence that school based therapy can have a positive impact on educational outcomes.	5,3
Speech & Language	The EEF states that 'on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	5,3
Educational Psychology	Evidence shows that EP assessment and intervention positively impacts upon teacher knowledge, classroom practice and pupil progress https://www.researchgate.net/publication/348233063_Educational_Psychology_Impact_on_Primary_Education_A_Review	5,3

Total budgeted cost: £ *237,000*

Part B: Review of previous year - Outcomes for pupils

Outcomes for Disadvantaged Pupils

We have analysed the performance of our disadvantaged pupils during the 2024/25 academic year using validated internal and external data.

Impact of our Pupil Premium Strategy 2025/26

This statement reports outcomes for disadvantaged pupils in the 2025/26 academic year, drawn from validated internal and external assessment data. Where a national comparison is available, disadvantaged pupils are compared with the national average for disadvantaged pupils. Both attainment and progress are reported.

Across the school, around three in five of our disadvantaged pupils also have special educational needs, compared with a national rate of around one third. Where numbers allow, results are also shown separately for disadvantaged pupils with and without SEND.

1. Early Years Foundation Stage (Reception): Good Level of Development

Group (GLD 2026)	School	National disadvantaged	Difference
Disadvantaged, all (17 pupils)	52.9%	54.8%	-1.9
Disadvantaged, no SEND (9 pupils)	77.8%	66.3%	+11.5
Disadvantaged, with SEND (8 pupils)	25.0%	19.5%	+5.5

Whole-cohort GLD (all pupils): 77.6%.

In these figures our disadvantaged pupils are above national in both the no SEND and the SEND groups but below national overall. This is a composition effect rather than a contradiction: 8 of our 17 disadvantaged pupils also have SEND, a higher proportion than in the national disadvantaged group, so the overall figure is pulled below national even though each subgroup is ahead.

Our in-school gap is 40.4 percentage points against a national gap of 21.6. Adjusting for the higher rate of SEND in our disadvantaged cohort brings this to around 22 points, in line with national. One pupil moves the disadvantaged figure by 5.9 percentage points. The gap is concentrated in communication and language and in literacy. Maths, personal and social development, physical development and expressive arts are all considerably narrower.

2. Year 1 Phonics Screening Check

Group (phonics 2026)	School	National disadvantaged	Difference
Disadvantaged (12 pupils)	75.0%	68.3%	+6.7

Disadvantaged, no SEND (5 pupils)	100%	82.1%	+17.9

The gap between our disadvantaged pupils and their peers narrowed to 12.5 percentage points, and is now narrower than the national gap of 17.7 points. Among pupils without identified special educational needs, every child in the year group met the standard, with no gap at all between disadvantaged pupils and their peers.

3. Year 4 Multiplication Tables Check

Measure (MTC 2026)	School	National disadvantaged	Difference
Full marks (25/25)	42%	27%	+15
Average score (out of 25)	21.5	20.1	+1.4
Disadvantaged, no SEND (average)	23.1	23.5 (non-disadv., no SEND)	-0.4

Our disadvantaged pupils averaged 21.5 marks out of 25, with 42% achieving full marks. Both figures are above the national averages for disadvantaged pupils, and both have risen strongly over three years, from 17.4 marks and 20% full marks in 2024.
The in-school gap is 2.1 marks, 21.5 against 23.6 for their peers. That is narrower than the national gap of 2.8 marks. Comparing only pupils without identified special educational needs, the gap is 0.4 marks, 23.1 against 23.5.

4. Key Stage 2 (Year 6)

Progress

Disadvantaged progress	School	National disadvantaged	Difference
Reading	+2.58	-0.67	+3.25
Mathematics	+1.50	-0.85	+2.35
Writing	-1.30	-0.45	-0.85

Attainment (expected standard)

Disadvantaged attainment	School	National disadvantaged	Difference
Reading	76.0%	62.6%	+13.4

Mathematics	60.0%	61.6%	-1.6
Writing	44.0%	60.3%	-16.3
Combined (RWM)	40%	48.2%	-8.2

Progress
Our disadvantaged pupils made stronger progress than their peers in reading, +2.58 against +1.03, and effectively identical progress in mathematics, +1.50 against +1.51.
In writing, disadvantaged pupils scored -1.30 and their peers -0.37.

5. Attendance

Group (attendance 2025/26)	School	National 2024/25	Difference
Whole school	94.3%	94.8% (primary, all pupils)	-0.5
Disadvantaged (FSM eligible)	91.8%	~92% (primary FSM, est.)	in line
Not eligible	96.1%	~96% (primary non-FSM, est.)	in line

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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
Year 5 Small group tuition	Action tutoring
Music Tuition	Camden Music Service (Subsidised)
School Journey	External residential providers PGL, The Mill (subsidised)