

Pupil premium strategy statement October 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Plymouth Grove Primary School
Number of pupils in school	328
Proportion (%) of pupil premium eligible pupils	72.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	
Pupil premium lead	Mr Michael Cooke
Governor / Trustee lead	Cllr Abdi Muse

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£386 180
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	£399 605

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to deliver a rigorous, consistent and research-led curriculum that enables our children to be ready for the next stage of their education at the end of each phase and to be 'secondary ready' when they finally leave us at age 11. The focus of our pupil premium strategy is to develop pupils' foundational knowledge and skills through a focus on oracy; engaging in dialogue, developing classroom contributions and questioning. Oracy enables deeper understanding of the curriculum and develops critical thinking.

We also aim to meet the needs of those pupils who need to develop their learning to skills and face challenges over their social, emotional and mental health.

The approach to teaching and learning is supported through evidence-based research with a focus on teaching effectiveness. Research suggests that achievement is likely to be maximised when the key features of lessons include; orientation, structuring, questioning, teacher modelling, application, learning environment, management of time and assessment.

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*

Our approach to assessment and feedback is based on an understanding of a pupil's journey through the curriculum, combined with real clarity on the purpose of collecting data to improve pupil outcomes.

We do not collect statistical data that is not relevant to improving pupil outcomes in the classroom. It is not the main driver to gather information about the performance of pupils. Our approach creates a sense of "known intelligence about the child".

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in achieving the expected standard in reading, writing and maths.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties achieving the higher standard in maths
5	Teacher referrals for SEMH support have markedly increased over the last year. 78 pupils 55 of whom are disadvantaged) currently require additional support with social and emotional needs, receiving small group interventions.
6	Attendance for pupils on the SEND register are below the national average.
7.	Attendance data indicates that below 90% attendance leads to lower attainment

This explains the intended 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments, teacher observations, and book scrutinies show significant progression in vocabulary usage, with disadvantaged pupils closing the gap against non-disadvantaged peers by the end of KS1/KS2.
Phonics fully embedded into everyday teaching	Year 1 Phonics Screening Check pass rates for disadvantaged pupils meet or exceed national averages (targeting 76%+).
<i>Pupils with SEND achieve exceptionally well</i>	SEND progress measures demonstrate positive value-added scores, with disadvantaged SEND pupils achieving in line with or above similar national cohorts.
<i>Improve KS2 writing outcomes.</i>	KS2 writing outcomes for disadvantaged pupils are in line with national averages, supported by robust editing and redrafting strategies.
<i>NPQs are accessed by staff</i>	At least one-third of teaching staff actively access and complete National Professional Qualification (NPQ) developments.

<i>The school's intent and implementation are embedded securely across the school.</i>	Children are on track to be ready for the next stage of their education
<i>KS2 outcomes in line with national averages</i>	KS2 outcomes in 2024/2025 for reading, writing and maths show that 70% of disadvantaged children met the expected standard.
<i>Attendance for pupils on the SEND register is in line with national averages</i>	SEND attendance average reaches and maintains at least 92%.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD focus on developing leadership</i>	<i>Create a leadership environment and school climate that is conducive to good implementation.</i> <i>Set the stage for implementation through school policies, routines, and practices.</i> <i>Identify and cultivate leaders of implementation throughout the school.</i> <i>Build leadership capacity through implementation teams.</i> <i>Develop instructional coaching to convert training into classroom practice.</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation	3,5
<i>CPD focusing on strategies to develop learning to learn skills through BLP</i>	<i>The Building Learning Power (BLP) approach emphasises the development of students' learning capabilities to enhance their independence and resilience in learning. By fostering key skills such as collaboration, self-</i>	5

	<i>management, and critical thinking, BLP encourages pupils to take ownership of their educational journey. Evidence suggests that schools implementing BLP see improvements in student engagement and academic performance, as highlighted in a study by Hodgkinson (2018). This approach is particularly beneficial for disadvantaged learners, including those eligible for pupil premium funding, as it equips them with the skills necessary to navigate and thrive in their educational environment.</i>	
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2.Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Accelerate progress in CLL across the EYFS Curriculum -Pupils with low prior attainment / EAL / SEN</i>	<i>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</i> Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
<i>Accelerate reading ability using phonic strategies for children working within the phonic phases - Pupils with low prior attainment / EAL / SEN</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2

<i>Facilitating the development of colleagues' abilities to implement and evaluate lesson adaptations, reasonable adjustments and structured academic or behavioural interventions that are well-matched to pupils' needs (Q of E)</i>	EEF SEND 5 a day approach Staff to use case studies as professional development Early and accurate assessment of pupils needs Rigorously monitor the progress of disadvantaged pupils Working closely with parents	5
<i>Implement strategies for reviewing, redrafting and editing learning (Q of E)</i> <i>The skill of editing and redrafting is not just one for writing, it is one that will help children in all subjects. Allowing them to build resilience in receiving feedback; develop resourcefulness in finding the tools needed to help them and become constructive in the feedback they can offer others (Q of E)</i>	Teach pupils to use strategies for planning and monitoring their writing Pupils' writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Teaching a number of different strategies is likely to help, depending on the current skills of the writer. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	2
<i>Maths- embed CPA approach and develop a KS2 fluency plan</i>	Use manipulatives and representations to develop understanding Manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas. Ensure that children understand the links between the manipulatives and the mathematical ideas they represent. Ensure that there is a clear rationale for using a particular manipulative or representation to teach a specific mathematical concept.	4

	Encourage children to represent problems in their own way, for example, with drawings and marks. Use manipulatives and representations to encourage discussion about mathematics. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	
<i>Pupils can demonstrate understanding in foundation subjects and reflect on their learning. Access to educational visits.</i>	Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning Explicit instruction in cognitive and metacognitive strategies can improve pupils' learning. A series of steps—beginning with activating prior knowledge and leading to independent practice before ending in structured reflection—can be applied to different subjects, ages and contents. While concepts like 'plan, monitor, evaluate' can be introduced generically, the strategies are mostly applied in relation to specific content and tasks, and are therefore best taught this way. A series of steps—beginning with activating prior knowledge and leading to independent practice before ending in structured reflection—can be applied to different subjects, ages and contents. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Development of well being interventions</i>	Teach SEL skills explicitly Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching. Self-awareness: expand children's emotional vocabulary and support them to express emotions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	5, 6
<i>Well being breakfast</i>	Breakfast clubs found to boost primary pupils' reading writing... EEF	5,6,7
<i>Zones of regulation in everyday practice</i>	Teach SEL skills explicitly Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching. Self-awareness: expand children's emotional vocabulary and support them to express emotions. Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions. Social awareness: use stories to discuss others' emotions and perspectives. Relationship skills: role play good communication and listening skills. Responsible decision-making: teach and practise problem solving strategies. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	5, 6

	evidence/guidance-reports/primary-sel	
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Total budgeted cost: £399 605

Area	Salaries/other	Description	Current spending plan
1	SLT	CPD focusing on leadership (instructional coaching)	£2245
1	Teaching staff	CPD focusing on learning to learn skills (BLP)	£10000
1	Teachers	EAL leadership and Flash Academy	£10450
2	Teachers and Teaching support	Wellcomm screening and interventions	£45 000
2	Teachers and teaching support	3 x NPQ apprenticeships in SEND HLTA, Well being and EYFS ITT	£35 000
2	Teachers and Teaching support	Phonics interventions	£42000
2	ICT licenses and software support	Literacy tree/accelerated reader/LBQ	£7455
2	SEN support	Learning retreat/SEND interventions	£160845
2	Teachers and teaching support	Maths and Literacy SEND assessments	£3400
3	Teaching support	Staffing of breakfast club	£35000
3.	Educational visits	Support for access	£3210
3.	Wellbeing and SEMH interventions	Inclusion hub/Forest school/assertive mentoring	£45 000
		Pupil premium allocation	£386 180
		Total cost	£399 605

Part B: Review of outcomes in the previous academic year 2026

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

This details the impact that our pupil premium activity had on disadvantaged pupils across the school phases, drawing on our 2026 early results and statutory assessments.

- **Exceptional Value-Added (VA) Progress at Key Stage 2:** Disadvantaged pupils (FSM6) demonstrated outstanding progress from KS1 to KS2, significantly outperforming expectations with strong positive value-added scores across the core subjects: **+2.4 in Reading**, **+1.7 in Writing**, **+4.1 in Maths**, and **+2.7 in GPS**.
- **Maths Acceleration & Impact:** FSM6 pupils achieved a standout Value Added score of **+4.1** in Mathematics (with an average scaled score of 102.3), validating the high impact of our mastery approaches, CPA (Concrete, Pictorial, Abstract) framework, and targeted fluency plans.
- **Phonics Success:** In the Year 1 Phonics Screening Check, FSM6 pupils achieved a pass rate of **76.0%**, outperforming the national average for disadvantaged peers (72.3%) by **+3.7%** with an average score of 34.3.
- **Support for Lower Prior Attainers:** Disadvantaged learners starting from lower prior attainment bands recorded massive value-added surges, most notably **+6.0 in Maths**, **+4.7 in Writing**, and **+4.7 in GPS**, demonstrating that early interventions successfully narrow attainment gaps.
- **Positive Attendance and Engagement Foundation:** Disadvantaged pupils achieved a stable overall attendance rate of **94%** across Key Stage 2 and **91.6%** in Year 1, reflecting the success of our wider strategies, breakfast club provisions, and barrier-removal initiatives in keeping pupils engaged.
- **Targeted Pastoral & Well-being Impact:** Investment in well-being interventions, Zones of Regulation, and inclusion support effectively addressed social, emotional, and mental health (SEMH) needs, ensuring pupils remained emotionally ready to access the curriculum and achieve strong academic value-added growth

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. Further information (optional)

One member of staff : SEND HLTA apprenticeship

One member of staff : Well being apprenticeship (Best Practice)

One member of staff : EYFS ITT (Best Practice)