

Scholar Green Primary School - Pupil premium strategy statement 2026-27

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils 2026-27.

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	219
Proportion (%) of pupil premium eligible pupils	16.9%
Academic year/years that our current pupil premium strategy plan covers	2026-27
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	FGB 2
Pupil premium lead	Lyndsey Colman
Governor / Trustee lead	Andrew Harrington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46500
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>	£46500

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 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	Attendance and punctuality of vulnerable pupils. Attendance figures are currently above national for disadvantaged pupils and we would like to maintain this. A higher percentage of disadvantaged pupils are late to school than non-Pupil Premium pupils.
2	There are an increasing number of new pupils entering the school nursery with additional needs. Needs of pupils vary but predominantly include speech and

	language and communication and interaction. Pupils entering nursery with speech and language difficulties generally go on to having further literacy difficulties in Key Stage 1&2.
3	Social and emotional well-being. A large proportion of our disadvantaged pupils also have social care involvement and/or are identified as having additional needs (63%). These pupils are being supported by our DSMHL in school. In many cases pupil's basic emotional and social needs are not being met. This means they are not in a position to make accelerated progress across the curriculum because they have other worries and emotional barriers to learning. Wider family members and parents also require support from school.
4	Disadvantaged pupils are often limited in their wider experiences and participation in activities outside school including sports activities, participation in community groups and visiting other areas of interest.
5	A high proportion of vulnerable pupil's learning is not supported or reinforced at home. Regular reading or homework is rarely completed at home along with other learning programmes such as TTRS or Numbots.
6	Disadvantaged pupils do not attain as well as non-disadvantaged pupils as a high proportion of these pupils have complex additional needs. See challenge 3.

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 ensure summative end of EYFSP, KS1 & KS2 results are at, or exceed, national expectations for attainment (similar groups) and progress (EYFS-KS2)	Summative Data is in line with national average at both EYFS, KS1 and KS2 at ARE and GD. (GLD, Phonics screening, KS1, MTC, KS2)
Improved outcomes for fine motor skills in the EYFS impacting on early writing in KS1 and beyond.	Physical Development (Fine Motor) – EYFSP to be in line with national achievement at the end of the Reception Year for physical development and writing.
Increased reading attainment for disadvantaged pupils by the end of Year 2.	100% of disadvantaged pupils in Year 2 will pass the reading SATs by the end of the academic year.
Maintaining the attendance and punctuality of pupils eligible for Pupil premium whilst reducing the number of persistent absentees amongst this group of pupils.	Disadvantaged pupils have an average attendance rate of 96% Disadvantaged pupils are late for school less than 3 times per half term (u)

	There are less than 8% of disadvantaged pupils that are classed as persistently absent
To enhance pupils' cultural capital by providing a breadth of experiences	All disadvantaged pupils attend at least one after school club during the academic year. Provide pupils with a high-quality curriculum to provide experiences and enrichment activities to address the need. Expand pupil's cultural capital. All disadvantaged pupils attend at least 1 sports club after school each year. All disadvantaged pupils (Years 1-6) receive swimming lessons during the academic year. All disadvantaged pupils attend an educational visit each term and disadvantaged pupils in Years 2,4,6 and KS2 have the opportunity to attend a residential each academic year. Pupils to access holiday care during the school holidays.
Mental health and well-being support for disadvantaged pupils <u>and their parents</u> Provide emotional well-being support for pupils to enable them to be 'ready to learn' each day.	All disadvantaged pupils to have a 'check in' each morning from a designated member of school staff. Emotional well-being direct work completed with any disadvantaged pupils requiring the intensive support.

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: £12,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Test Base	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	6
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund on-going teacher training and release time. Provide SLCN intervention following guidance from a package of care from the NHS. Wellcomm/Stoke Speaks Out screening tool on entry to nursery to aid in early identification.	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF Membership to Voice 21 Oracy Programme. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21 https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches  Early Years Stronger Practice Hub https://www.strongerpracticehubs.org.uk/hubs/ebp Evidence Based Programmes An evidence informed approach to improve delivery of the WellComm tool for assessment and intervention for children in the early years.	2, 6

Analysis of impact document - WELLCOME used to identify need and plans of support put in place		
Purchase further resources in a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils across key Stage 2. RWI Resources – From Oxford University Press Comprehension Express Resources Synthetic phonics training for all new staff delivering the programme and refresher training for current staff.	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:	6
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). Implementation of maths mastery in Reception & KS1	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	5, 6
Improve the quality of social and emotional (SEL) learning.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life	1, 3, 4

SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff ELSA – Training for staff and implementing across school for targeted vulnerable pupils/EYFS pupils.	(e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 24080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Voice 21 Oracy	https://voice21.org/impact-report-2022-2023/	2, 3, 5, 6
Purchase of Widgeits symbol writer to improve the communication skills of our disadvantaged pupils with additional needs	 Widgeit Software https://www.widgeit.com/education/primary/ PDF The impact of symbol supported vocabulary t Education Endowment Fund (EEF). Symbols may play a role in through their support for attention, engagement, understanding and 2 pages	2, 3,5,6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Phonics lead in school to model exceptional phonics teaching, support new teachers and maintain consistency of group teaching and assessment across EYFS & KS1, KS2 Spelling KS2	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 5, 6

To provide targeted intervention and pre-teaching activities for disadvantaged pupils following regular assessment and feedback. Fresh Start Accelerated Reader Precision Teaching Literacy Gold Touch Typing Engaging Eyes Book Club (KS2 GD) Teaching Assistants will be up-skilled in particular areas to maximise the impact of their skill set and to ensure that there is consistency of approach and that intervention is high quality. 1:1 tuition for identified disadvantaged pupils provided by a qualified teacher in school.	The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective, especially for older pupils. This will be overseen by the SENCo, ensuring children who require the support are identified and targeted fairly and transparently.	2, 3, 5, 6
Every Child Counts intervention for PP pupils in Years 1/2/3 daily for 30mins individually – 12 week programme.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182404/DFE-RR091A.pdf https://educationendowmentfoundation.org.uk/public/files/1stClass@Number_evaluation_report.pdf	5, 6
To provide an enhanced provision in school for disadvantaged pupils that are unable to access mainstream learning in the classroom due to additional needs	https://send.eani.org.uk/send-transformation-programme/enhanced-support-model https://academy21.co.uk/resource/blog/inclusion-bases-and-enhanced-resource-provision-delivering-send-reform-beyond-infrastructure/	2, 3, 6
Targeted Academic Support for identified pupils via Stoke City Community Foundation– Life Skills / Economic Awareness / Leadership	https://www.stokecityfc.com/foundation/education	1,3,4,6

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Engaging the LA Welfare officer to engage with parents of PA children to provide tailored support.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Providing breakfast club for PP pupils from 8am to ensure they are in school on time. Pupils can engage with activities such as TTRockstars, Sumdog, Accelerated Reader	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast https://www.magicbreakfast.com/news/breakfast-clubs-boost-attainment	1, 3, 4, 6
Full Time DSMHL in school for disadvantaged pupils and parents to access the appropriate support from a trained professional whenever needed.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664855/Transforming children and young peoples mental health provision	3, 4
Lunch Club provided for PP and vulnerable pupils to provide well-being support for pupils during the lunch period to develop social skills, time for self-regulation and an opportunity to develop their speech and language skills on a smaller group basis.	https://inclusiveschoolcommunities.org.au/resources/toolkit/lunchtime-clubs-schools-initiative-increase-social-inclusion	1, 3, 4, 5, 6

Targeted Academic Support for identified pupils via Stoke City Community Foundation– Life Skills / Economic Awareness / Leadership	https://www.stokecityfc.com/foundation/education	1,3,4,6
To provide all disadvantaged pupils with swimming lessons in the academic year.	https://www.bbc.co.uk/news/articles/cwyg5831981o https://www.sta.co.uk/news/2026/08/13/new-report-calls-for-action-to-improve-inclusive-swimming-opportunities-for-children-and-young-people-with-send/	

Total budgeted cost: £46,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria																																																			
To ensure summative end of EYFSP, KS1 & KS2 results are at, or exceed, national expectations for attainment (similar groups) and progress (EYFS-KS2)	Summative Data is in line with national average at both EYFS, and KS2 at ARE and GD. (GLD, Phonics screening, KS1, MTC, KS2) EYFS – <table><tr><th>Early Years (%)</th><th>R</th><th>W</th><th>N</th><th>GLD</th></tr><tr><td>National 2026</td><td></td><td></td><td></td><td></td></tr><tr><td>2026 – 2 EHCP Pre Verbal – in the hub</td><td>85</td><td>70</td><td>75</td><td>70</td></tr><tr><td>2025</td><td>84</td><td>64</td><td>84</td><td>64</td></tr><tr><td>2024</td><td>72</td><td>72</td><td>72</td><td>55</td></tr></table> Phonics – <table><tr><th>Phonics (%)</th><th>Year 1</th><th>Year 2</th></tr><tr><td>National 2026</td><td>80</td><td>89</td></tr><tr><td>2026 – 1 pupil didn't pass joined us late in Year 1</td><td>96</td><td>95</td></tr><tr><td>2025 –</td><td>78%</td><td>100%</td></tr><tr><td>2 pupils disapplied Pre- verbal</td><td>89%</td><td></td></tr><tr><td>2024</td><td>97%</td><td>97%</td></tr></table> MTC – <table><tr><th>Multiplication Check</th><th>Year 4</th></tr><tr><td>2026 school average Score/national</td><td>24.6/ 21</td></tr><tr><td>% of pupils who achieved 25/25 / national</td><td>74 / 37</td></tr><tr><td>% of pupils who achieved 22+/25</td><td>100</td></tr></table>	Early Years (%)	R	W	N	GLD	National 2026					2026 – 2 EHCP Pre Verbal – in the hub	85	70	75	70	2025	84	64	84	64	2024	72	72	72	55	Phonics (%)	Year 1	Year 2	National 2026	80	89	2026 – 1 pupil didn't pass joined us late in Year 1	96	95	2025 –	78%	100%	2 pupils disapplied Pre- verbal	89%		2024	97%	97%	Multiplication Check	Year 4	2026 school average Score/national	24.6/ 21	% of pupils who achieved 25/25 / national	74 / 37	% of pupils who achieved 22+/25	100
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	KS2 – R/W/M <table><tr><th colspan="10">Year 6 – Judgement: In 2025 Attainment is (IDSR judges' attainment significantly above or below- above or below – nothing significant)</th></tr><tr><td>All Pupils (21):</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>1 EHCP – 4 school support + (2 in Hub)</td><td>15</td><td>85</td><td>35</td><td>15</td><td>85</td><td>10</td><td>25</td><td>75</td><td>10</td></tr><tr><td>National 2026 (all pupils)</td><td>25</td><td>75</td><td>31</td><td>27</td><td>73</td><td>13</td><td>25</td><td>75</td><td>27</td></tr></table>	Year 6 – Judgement: In 2025 Attainment is (IDSR judges' attainment significantly above or below- above or below – nothing significant)										All Pupils (21):										1 EHCP – 4 school support + (2 in Hub)	15	85	35	15	85	10	25	75	10	National 2026 (all pupils)	25	75	31	27	73	13	25	75	27
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Maintaining the attendance and punctuality of pupils eligible for Pupil premium whilst reducing the number of persistent absentees amongst this group of pupils.	Disadvantaged pupils have an average attendance rate of 95% - 94.56 – 2 pupils had mitigating circumstances FSM The table below summarises attendance and behaviour compared to national across daily attendance, termly attendance and suspensions for all years for which data is available. It provides a full summary of the bandings and statistical significance (where applicable) for each measure to surface consistent and compelling outcomes but also fluctuations across the years. For daily attendance, FSM relates to those pupils who were eligible for FSM. For attendance and persistent absence, and for suspensions it relates to those pupils who were eligible for FSM at any time during the last 6 years (FSM6). Daily attendance 2025/26 (5 half terms) Attendance Above Disadvantaged pupils are late for school less than 3 times per half term (u) 29/31 pupils achieved this objective 2/31 pupils didn't but had mitigating circumstances during the school year. There are less than 10% of disadvantaged pupils are classed as persistently absent																																								
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