Pupil premium strategy statement – Acton CEVC Primary School

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	198
Proportion (%) of pupil premium eligible pupils	13%
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)**	2025-26, 2026-27, 2027-28
Date this statement was published	December 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Jonathan Gray, Headteacher
Pupil premium lead	Alex Newcombe, Deputy Headteacher
Governor / Trustee lead	Emma Brewster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40300
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*	£40300

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils make good progress and achieve high attainment across a broad and balanced curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already working at greater depth.

We will take into account the challenges faced by vulnerable pupils and those with additional learning needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

“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 students and has a particularly positive effect on children eligible for the Pupil Premium.” – Education Endowment Foundation. High-quality teaching will be our primary focus for spending, as evidence from the EEF has shown that improvements in this area have the greatest impact on closing the disadvantage attainment gap and - at the same time - will benefit the non-disadvantaged pupils in our school.

Attainment and progress analysis in Autumn 2025 identified equivalent outcomes for pupils eligible for the Pupil Premium payments than those who are not. Greater scrutiny of the data led to us identifying a wider group of pupils who are currently “hovering just below” working at the age-related expectations for their year group. Reflecting on the needs of this socio-economically and culturally disadvantaged group, while referring to “Here’s how to solve the ‘hyper problem’ of interrupted learning” by Tim Oates, helped us identify both the challenges these pupils face and the most critical actions to impact their progress and attainment positively.

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 is also integral to wider school plans for educational development and enhanced progress and attainment.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are offered a rich and varied curriculum, rooted in complex language and deep thinking;
- use tests and other formative assessments to ensure intervention takes place promptly, once 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	Disadvantaged pupils in our school are likely to have greater difficulties with learning and using phonics to support their reading and writing.
2	Disadvantaged pupils in our school are more likely to be reticent to take part in lessons by speaking at length and exhibit behaviours that show they are learning more passively than their non-disadvantaged peers.
3	Disadvantaged pupils in our school are more likely to report a lack of confidence in mathematics and attain lower scores in their standardised assessments.
4	Local observations indicate that disadvantaged pupils in our school experience social and emotional issues: this is in keeping with the national picture of increasing mental health needs for all children.
5	Disadvantaged pupils in our school are likely to have less experience of diversity and take part in fewer rich cultural activities 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
Improved reading attainment for disadvantaged pupils in standardised assessments	Reading outcomes in 2027/28 show that the proportion of disadvantaged pupils meeting the expected standard in the Phonics Screen and end of Key Stage assessments is in line with national figures.
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved maths attainment for disadvantaged pupils in standardised assessments	Mathematics outcomes in 2027/28 show that the proportion of disadvantaged pupils meeting the expected standard in end of Key Stage assessments is in line with national figures.

Improved wellbeing for disadvantaged pupils owing to improved provision for social and emotional issues	Assessments, observations and Wellbeing survey in 2027/28 indicate increased teacher, parent and pupil confidence in high levels of pupil wellbeing and fewer and less severe incidences of challenging social and emotional behaviour from pupils.
To deliver and sustain a wide collection of diverse and rich cultural experiences for disadvantaged pupils	Disadvantaged pupils in each class taking part in at least one diverse, rich cultural experience per half term by the end of the academic year 2027/28.

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)

Budgeted cost: £20035

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed implementation of new DfE validated Systematic Synthetic Phonics programme and fund the requisite CPD package and resources to secure stronger phonics teaching for all pupils.	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	1
In-class Teaching Assistant support to aid disadvantaged pupils with additional learning needs	Working with teaching assistants can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale, workload and reduced stress. Teaching Assistant Interventions |Toolkit Strand | Education Endowment Foundation | EEF	1,2,3

Embed implementation of Insight online assessment programme to improve identification and tracking of key learning gaps for disadvantaged pupils and enhance feedback	There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work. Feedback |Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 3
Re-purchase and embed Planpanion, TTRS and Numbots to offer teachers a wider variety of tasks linked to regular retrieval practice for pupils	Overall, the current research seems to suggest that most teachers and learners in most learning situations would benefit from increasing the level of retrieval used, i.e. the amount that learners have to actively recall things from memory, and that this should be preferred to re-reading or re-teaching as a learning strategy. Chartered College of Teaching – J. Firth (2017): https://impact.chartered.college/article/firth-assessment-as-learning-role-of-retrieval-practice-in-classroom/	1,3

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

Budgeted cost: £10520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Small Group Maths tuition delivered as after school booster	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	3

Re-purchase and deliver Number Stacks intervention for pupils with identified need for support in Maths	Following recommendations from the EEF guidance report, particularly 6&7, the summary of evidence suggests that structured, individually assessed and manipulative-led interventions are likely to lead to improved progress in Mathematics. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by trained support staff	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	1
Speech and Language therapy delivered directly in school by specialist support staff	Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year.Communication and Language | Toolkit Strand | Education Endowment Foundation | EEF	1,2

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

Budgeted cost: £9541

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy Support Assistants (ELSAs) given time to develop our school ethos and improve support for social and emotional issues across the school with individual pupils and small groups. SENDCo support included.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Social and emotional learning | Toolkit Strand | Education Endowment Foundation | EEF	4
Funding for disadvantaged pupils to take part in school trips and visitor-led cultural activities.	"Amongst high-performing primary schools (supportive) strategies include subsidising trips and extra-curricular activities for disadvantaged pupils." School cultures and practices: supporting the attainment of disadvantaged pupils A qualitative comparison of London and non-London schools Research Report May 2018	5

Total budgeted cost: £40096

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Historical Disadvantaged Children Data (2023 to 2026)

EYFS GLD	2023	2024	2025	2026	2023 to 2026
Number of Children	3	5	4	2	14
Difference to National	-21.4%	-54.7%	-29.7%	-54.7%	-40.4%
Year 1 Phonics Screening	**2023**	**2024**	**2025**	**2026**	**2023 to 2026**
Number of Children	1	4	5	4	14
Difference to National	-68.3%	-43.3%	-48.3%	6.7%	-32.6%
KS2 RWM	**2023**	**2024**	**2025**	**2026**	**2023 to 2026**
Number of Children	5	3	2	5	15
Difference to National	+11.9%	+18.6%	+1.9%	+11.9%	+11.9%

EYFS Analysis (2023-26)		Key Stage 2 (2023-26)		
Specific Learning Goal	Difference to National	Subject	Difference to National	Progress from KS1
Comprehension	+2.2%	Reading	+4.2%	+0.15
Word Reading	-27.1%			
Writing	-44.0%	Writing	+6.5%	-0.87
Number	-30.6%	Maths	+18.5%	+2.01
Numeral Patterns	-30.1%			

1. Review of expenditure		
Academic year	• **2025-26**	
i. Quality of teaching for all		
Desired outcome	**Chosen actions/ approaches**	**Impact**
1,2,3,5	Little Wandle Phonics, Planpanion, ELSA Support, TA Support	Analysis below shows progress of Pupil Premium Cohort broadly in line with or better than non-Pupil Premium Cohort by end-of-KS2. Strength of PP cohort across the core subjects in comparison to non-Pupil Premium Cohort may show impact of previous 3-year PP strategy, but the small number of pupils in our outgoing cohort makes it very difficult to draw reliable and valid conclusions. Impact of Little Wandle Phonics: 2023-24 – proportion of pupils passing Year 1 Phonics check = 52% (National 80%) 2024-25 - proportion of pupils passing Year 1 Phonics check = 68% (National 80%) 2025-26 - - proportion of pupils passing Year 1 Phonics check = 83% (National 82%) Support from Myland Trust with Phonics review in Spring/Summer 2026 and purchase of Little Wandle Phonics Programme, including resourcing large volume of books and enhanced staffing for group support has led to improvement in headline Y1 Phonics outcomes. This year's spending focus shifts to consolidating the improvement in phonics and to continue supporting staffing costs to meet need across school (including wellbeing).
	Total budgeted cost	£23603

ii. Targeted support		
Desired outcome	**Chosen action / approach**	**Impact**
1, 3	Small Group Maths Booster, Phonics Interventions, NumberStacks	High proportion of attendees of Maths Booster (i.e. all except one) attained ARE in KS2 Maths Tests Summer 2026. Pupil and parent feedback remains overwhelmingly positive. Phonics interventions have been affected by staffing challenges and need to be prioritised. Positive impact of NumberStacks on periodic assessments within the programme
		Total budgeted cost £7995
iii. Other approaches		
Desired outcome	**Chosen action / approach**	**Impact**
4, 5	HLTA Wellbeing Support, Trip/Visit Funding, ELSA training	Impact of wellbeing support from ELSA evident in improved pupil focus in lesson observations and positive parent and pupil feedback. Pupil Premium cohort had all trips (including Residential) fully funded to ensure broad offer of cultural experiences. ELSA training complete and weekly support sessions taking place. Pupil wellbeing measure to be piloted in order to measure impact.
		Total budgeted cost £7675
		Overall Budgeted Cost £39273

Externally provided programmes

Programme	Provider
Little Wandle Phonice	Wandle Learning Trust
NumberStacks	numberstacks.co.uk
Planpanion	Deepening Understanding Ltd