

Pupil Premium Strategy Statement

Plumcroft Primary School | Academic Year 2026/27

This statement details Plumcroft Primary School's use of pupil premium funding to improve the educational outcomes of 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 in the previous academic year.

Note: final pupil numbers, funding allocation and previous-year outcome data should be inserted once confirmed through the school's latest census, DfE/LA funding statement and internal assessment information.

School overview

Detail	Data
Number of pupils in school	1056
Proportion of pupil premium eligible pupils	30.3%
Academic year/years covered by current strategy plan	2026/27 - 2028/29
Date this statement was published	26/05/2026
Date on which it will be reviewed	Annually / July 2027
Statement authorised by	Richard Slade, Executive Headteacher
Pupil premium lead	Dave Witham and Annette Graney
Governor lead	Tamasin Keeper, Lead Governor for Pupil Premium

Funding overview

For 2026/27, pupil premium funding is allocated mainly on the basis of pupils recorded as eligible for free school meals, or who have been eligible in the previous six years, and pupils previously looked after by local authority or other state care. The 2026/27 primary rate is £1,550 per eligible primary-aged pupil, with £2,690 for previously looked-after pupils and £360 service pupil premium per eligible pupil.

Detail	Amount
Pupil premium funding allocation this academic year	£459,420
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£459,420

Part A: Pupil Premium Strategy Plan

Statement of intent

At Plumcroft Primary School, we are committed to ensuring that all pupils, including those who are disadvantaged, are able to achieve their full potential academically, socially and emotionally. Pupil premium funding is used strategically to remove barriers to learning, improve outcomes, strengthen attendance and engagement, and ensure that disadvantaged pupils have access to the same breadth of opportunities as their peers.

Our approach is rooted in high-quality teaching, early identification of need, targeted academic support, and wider strategies that support pupils' wellbeing, attendance, confidence and family engagement. We recognise that disadvantage is not experienced in one single way; therefore, our strategy considers academic outcomes alongside wider factors such as language development, attendance, social and emotional needs, SEND, family circumstances, and access to enrichment.

High-quality teaching remains at the centre of our strategy. Evidence-informed approaches, particularly those that improve classroom teaching, remain a priority for pupil premium spending. Pupil premium is not treated as a personal budget for individual pupils; it is used strategically to support eligible pupils, other pupils with identified needs, and whole-class approaches where these benefit disadvantaged pupils alongside their peers.

At Plumcroft, our key priorities are to:

1. Improve outcomes in reading, writing and mathematics for disadvantaged pupils, including those who are also SEND, EAL or from identified underperforming groups.
2. Strengthen oral language, vocabulary and reading fluency from EYFS through to KS2.
3. Improve attendance and punctuality for disadvantaged pupils, particularly those at risk of persistent absence.
4. Support pupils' social, emotional and mental health so that they are ready to learn.
5. Ensure disadvantaged pupils' access enrichment, cultural capital, wider curriculum opportunities, clubs and visits.
6. Work closely with families so that barriers to attendance, learning and wellbeing are identified early and addressed in partnership.

Challenges

Challenge number	Detail of challenge
1	Assessments, observations and pupil discussions indicate that some disadvantaged pupils have underdeveloped oral language, vocabulary and communication skills. This is evident from EYFS through to KS2 and can affect reading comprehension, writing quality and mathematical reasoning.
2	Internal assessment shows that some disadvantaged pupils have gaps in reading, writing and mathematics, particularly where gaps have accumulated over time or where pupils have additional needs.
3	Some disadvantaged pupils face social and economic barriers, including housing pressures, financial hardship, family stress, low parental confidence with learning, domestic challenges, health concerns and limited access to wider experiences.
4	Attendance and punctuality remain barriers for some disadvantaged pupils. Persistent absence has a direct impact on learning, routines, relationships and progress.
5	Some disadvantaged pupils have fewer opportunities to access enrichment activities, wider cultural experiences, clubs, music, sport and visits beyond school. This can affect confidence, aspiration and vocabulary development.
6	School analysis has identified that disadvantaged pupils who are also from particular demographic groups, including Black African and Black Caribbean pupils, require targeted monitoring and support to ensure gaps in reading, writing and mathematics continue to close.
7	Some disadvantaged pupils require additional support for social, emotional and mental health needs, including pupils affected by anxiety, family change, trauma, bereavement or low self-esteem.

Intended outcomes

Intended outcome	Success criteria
Improve oral language, vocabulary and reading outcomes for disadvantaged pupils	Disadvantaged pupils make strong progress in phonics, reading fluency and comprehension. The gap between disadvantaged and non-disadvantaged pupils narrows in EYFS, KS1 and KS2 outcomes. Year 1 phonics outcomes for disadvantaged pupils improve and are at least in line with national expectations.
Improve attainment and progress in writing and mathematics	Internal and statutory assessment shows improved progress for disadvantaged pupils. Gaps between disadvantaged and non-disadvantaged pupils narrow across key year groups. Targeted pupils make accelerated progress from their starting points.
Improve attendance and punctuality for disadvantaged pupils	Attendance for disadvantaged pupils improves and moves closer to the whole-school target. The proportion of disadvantaged pupils who are persistently absent reduces. Families are supported early where attendance concerns emerge.

Strengthen social, emotional and mental health support	Pupils receiving targeted pastoral, counselling, mentoring or behaviour support show improved readiness to learn, confidence, self-regulation and engagement in class.
Increase disadvantaged pupils' access to enrichment and wider curriculum opportunities	Disadvantaged pupils participate fully in visits, clubs, music, sport, residential opportunities and wider curriculum experiences. Pupils can talk confidently about their learning and future aspirations.
Strengthen family engagement and early support	Families feel confident approaching school for advice and support. School records show timely referrals, signposting and partnership work with families and external agencies where needed.

Activity in this academic year

Teaching

Budgeted cost: £229,710

Activity	Evidence/rationale	Challenge addressed
Continued implementation of Read Write Inc. phonics, including staff training, coaching and tutoring	Phonics approaches have a strong evidence base and are particularly effective when delivered systematically and consistently. Daily tutoring helps pupils who are falling behind to keep up.	1, 2, 6
High-quality CPD for teachers, ECTs, teaching assistants and leaders	Strong classroom teaching has the greatest impact on disadvantaged pupils. CPD will focus on adaptive teaching, questioning, vocabulary, assessment for learning, feedback and scaffolding.	1, 2, 6
Targeted leadership of reading, writing and mathematics across phases	Senior and middle leaders will use assessment information to identify gaps, support planning and monitor disadvantaged pupils' progress.	1, 2, 6
Curriculum development to support vocabulary, knowledge retention and access for all learners	A knowledge-rich and well-sequenced curriculum helps disadvantaged pupils build background knowledge, vocabulary and confidence.	1, 2, 5
Teaching assistant deployment to support high-quality classroom practice and structured interventions	Teaching assistants will be deployed to support learning, deliver structured interventions and provide targeted support for pupils with identified gaps.	1, 2, 6, 7
Staff training linked to behaviour, relationships, SEND and inclusive practice	Consistent inclusive practice supports pupils' emotional regulation, engagement, behaviour for learning and access to the curriculum.	3, 4, 7

Targeted academic support

Budgeted cost: 149,710

Activity	Evidence/rationale	Challenge addressed
Small-group and one-to-one phonics, reading, writing and mathematics interventions	Structured interventions delivered regularly and monitored closely help pupils close specific gaps.	1, 2, 6
Speech, language and communication interventions	Targeted oral language support improves vocabulary, communication, comprehension and confidence.	1, 2
Reading fluency and comprehension support across KS2	Pupils who can decode but lack fluency or comprehension need targeted support to improve confidence, stamina and understanding.	1, 2, 6
Writing interventions across all key stages within the school.	Interventions will focus on sentence structure, vocabulary, transcription, planning, editing and writing stamina.	1, 2, 6

Reflective Learning / online academic catch-up programmes where appropriate	Digital tools and structured programmes will be used to support pupils with identified gaps in reading and mathematics.	2, 6
Regular pupil progress meetings focused on disadvantaged pupils	Leaders and teachers will review progress, identify barriers and adjust provision quickly.	1, 2, 4, 6

Wider strategies

Budgeted cost: £80,000

Activity	Evidence/rationale	Challenge addressed
Attendance monitoring, family support and early intervention	Regular attendance is essential for progress. Early contact and support help families address barriers before absence becomes persistent.	3, 4
Pastoral support, mentoring and counselling	Some pupils require emotional support before they can fully engage with learning. Targeted pastoral provision supports wellbeing, confidence and readiness to learn.	3, 4, 7
Family engagement sessions linked to reading, phonics, attendance and wellbeing	Working in partnership with families improves confidence, consistency and engagement with learning.	1, 3, 4
Support for educational visits, visitors, residential and curriculum enrichment	Enrichment supports vocabulary, aspiration, writing stimulus, cultural capital and confidence.	1, 3, 5
Access to clubs, music tuition, sport and wider opportunities	Participation in wider school life supports confidence, belonging, aspiration and wellbeing.	3, 5, 7
Wraparound care support where attendance, punctuality or family circumstances create barriers	Breakfast club and after-school provision can support punctuality, routines, attendance and parental employment.	3, 4
Targeted work with pupils from underperforming groups	Leaders will monitor disadvantaged pupils by ethnicity, SEND, EAL, gender and other relevant characteristics to ensure support is precise and responsive.	2, 6

Total budgeted cost

Area	Budgeted cost
Teaching	£229,710
Targeted academic support	£149,710
Wider strategies	£80,000
Total	£459,420

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2025/26, leaders reviewed the impact of pupil premium spending through statutory outcomes, internal assessment, attendance data, behaviour and pastoral records, pupil progress meetings, intervention reviews and discussions with staff, pupils and families.

Analysis showed that disadvantaged pupils continue to benefit from a whole-school focus on high-quality teaching, early intervention and targeted support. Reading, writing and mathematics outcomes were reviewed across year groups, with particular attention given to pupils who are disadvantaged and also have SEND, are EAL, or belong to demographic groups identified through school analysis as requiring additional monitoring.

Phonics and early reading remained a key priority. Targeted Read Write Inc. support, daily tutoring and intervention helped pupils strengthen decoding, fluency and confidence. Where pupils did not meet expected standards, leaders identified specific gaps and planned further support for 2026/27.

In mathematics, interventions focused on number fluency, reasoning and problem solving. Internal assessment showed that some pupils made strong progress from their starting points; however, gaps remain for some disadvantaged pupils, particularly where attendance, language development or additional needs have affected learning over time.

Pastoral and wellbeing support continued to be important. Pupils accessing counselling, mentoring, behaviour support or trusted-adult check-ins showed improvements in confidence, regulation and engagement. Leaders recognise that social, emotional and family circumstances continue to affect some pupils' readiness to learn.

Attendance remained a key area for development. While some pupils improved attendance following targeted support, disadvantaged pupils remain overrepresented among pupils with lower attendance and persistent absence. Attendance will therefore remain a priority in the 2026/27 strategy.

Access to enrichment, visits, clubs, music, sport and wider curriculum experiences supported pupils' confidence, aspiration and sense of belonging. Leaders will continue to monitor participation carefully to ensure disadvantaged pupils benefit fully from the wider life of the school.

Governors and senior leaders will continue to review the impact of the strategy during the year, using assessment, attendance, pastoral and participation data to ensure funding is directed towards approaches with the strongest impact.

Externally provided programmes

Programme	Provider
Read Write Inc.	Ruth Miskin Training
Jigsaw PSHE	Jigsaw
Reflective Learning	Reflective Learning
Accelerated Reader / STAR Reader / STAR Maths	Renaissance Learning
Counselling	Independent counsellors
Talk for Writing	Pie Corbett / Talk for Writing
MathsWhizz	MathsWhizz
SALT	NHS and in-house