

Pupil premium strategy statement – Addison Primary



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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	32%
Academic year that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Governing Board, Resources Committee
Pupil premium lead	Ema Shehu, Senior Teacher
Governor lead	CCA Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,105
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£101,105

Part A: Pupil premium strategy plan

Statement of intent

At Addison Primary School, we have a significant number of pupils from disadvantaged backgrounds and many of these pupils have additional barriers to learning.

We intend for all of our pupils from a disadvantaged background to leave Addison as confident individuals who are the best person they can be. They will:

- Read fluently and widely, forming opinions on books and authors
- Write to express their views confidently, solve mathematical problems fluently and gain wider knowledge of the world around them through a carefully constructed curriculum and real-life experiences
- Compete in a team and / or play a musical instrument
- Have aspirations similar to or above those of their peers
- Experience the opportunity to be a leader and feel successful

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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. 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

Alongside our identified disadvantaged pupils, we will consider the challenges faced by other vulnerable pupils, such as those who have special educational needs and/or a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Challenges

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

Challenge number	Detail of challenge
1	<p>Vocabulary/language skills - Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Phonics - 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.</p>
3	<p>Confidence - Multiple barriers to learning, including low self-worth. Some disadvantaged pupils also have a SEND, or LAC or CIN/CP needs which can further compound academic achievement.</p>
4	<p>Communication and interaction - Disadvantaged pupils (some) in the EYFS have lower than typical starting points when entering reception and the gap widened during the pandemic.</p>
5	<p>Opportunities & experiences - Some pupils do not have the same range of wider learning opportunities or experiences as their counterparts. For example, visiting museums, going to the beach, sporting participation etc...</p>
6	<p>Attendance - Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been slightly lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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 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.
To ensure disadvantaged pupils with additional barriers to learning individual needs are addressed so that they make at least expected progress from starting points in, reading, writing and mathematics and meet the requirements of the Y1 phonics check and the Y4 multiplication check.	<p>There will be a systematic approach to the case studying of individuals who:</p> <ul style="list-style-type: none"> • Have a SEN/D • Are LAC • Are subject to a CIN/CP plan • And are in receipt of PPG to ensure steps in progress can be more readily measured in Pupil Progress Meetings – careful delineation of “SEND, LAC and other disadvantage barriers”. <p>This could include:</p> <ul style="list-style-type: none"> • MH practitioner • Personalised learning plans
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of well-being demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, parent surveys and teacher observations • An increase in sporting participation at lunchtimes and positive feedback from questionnaires (including reduced bullying incidents/reports) • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Improved attendance
For pupils to exhibit higher levels of confidence and self-belief.	Y6 pupils able to confidently recite poems. For all pupils to be able to talk confidently about their individual talent and explain what they are good at.

<p>To reduce the effects of socio-economic gaps.</p>	<p>Outcomes for disadvantaged pupils will continue to rise through opportunities for pupils to be recognised as confident members of their class, with some representing the school or attaining a leadership role.</p> <ul style="list-style-type: none"> • 50% of disadvantaged pupils will take part in music events/performances, including singing • All disadvantaged pupils will take part in a specialist club or music tuition at least once in the academic year • Disadvantaged pupils will attend a trip to a popular destination, to widen knowledge and experiences to be in line with their peers. E.g. museum trip, or cultural trip, linked to learning a skill or growing knowledge • All key stage 2 disadvantaged pupils will take part in a residential trip • For teachers to talent spot and mentor pupils in class to apply for leadership roles in school including, Y6 guides, playground buddies, sports leader, School council committee, anti-bullying ambassadors, star leaders etc... • Regular attendance at St. Paul's Saturday school (or similar) for most-able disadvantaged children in Year 6 • All disadvantaged pupils in Years 2-6 will be provided a copy of the whole class reading text, pre-reading will be used to explore and develop knowledge of vocabulary (to close the vocabulary gap)
<p>To achieve academically and at least in line with peers.</p>	<ul style="list-style-type: none"> • Pupils' data will be in line with peers for all the core assessment areas i.e. reading, writing, maths (Y6), MTC (Y4), Phonics (Y1), and GLD (Nursery). • Pupils' data will be in line with non-PP across the other year groups i.e. Y1 – Y6

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: **£29,360**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Using dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>Refresher Phonics training for new staff.</p> <p>Purchase of Phonics resources to complement current scheme.</p> <p><i>2025-26 continue, new Phonics leader in post.</i></p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Read, Write Inc. becoming embedded with all relevant staff trained and more experienced.</p>	<p>2</p>
<p>Buy-in to the H&F Sports package - offering a wider range of opportunities e.g. Cricket, Tennis etc...</p>	<p>Teaching the pupils cricket, tennis etc. and physical life skills as a way to build their confidence and excitement to learn new skills.</p> <p>To promote fitness and health and provide exposure to otherwise not priority/selected activity.</p>	

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>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).</p> <p><i>2025-26 continue, new maths leader in post.</i></p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>
<p>CPD - phonics, social emotional, well-being, emotional regulation.</p>	<p>Train teachers and support staff to provide the children with the necessary intervention and enhance their 1:1 interactions</p> <p>Ensures high quality reading teaching to accelerate rates of progress in reading with selected children and increased confidence.</p> <p>School programmes: VIPERS – Vocabulary, Inference, Prediction, Explaining, Retrieval & Summarise; Phonics – READ, WRITE INC.</p>	

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

Budgeted cost: **£42,820**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher support led by HT and Pupil Premium lead.</p> <p><i>See targeted pupil list 2025/26</i></p>	<p>Pupil Progress meetings conducted termly or half-termly depending on need.</p> <p>This ensures that teachers are familiar with the pupil premium pupils in their class and understand how to best support those pupils.</p>	All
<p>Designated 'Pupil Premium Champion' appointed.</p>	<p>To track and monitor those activities that boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be prioritised and supported to participate. Includes access to 1 club per term.</p>	
<p>Additional hours optional for a limited number of LSAs to provide 1:1 focus reading support Improved reading outcomes for targeted PP pupils.</p>	<p>Additional hours optional for a limited number of LSAs to provide 1:1 focus reading support Improved reading outcomes for targeted PP pupils.</p> <p><i>See targeted pupil list 2025/26</i></p>	All
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p><i>See targeted pupil list 2025/26</i></p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>To continue to foster a love of reading.</p>	<p>The DfE reading framework</p>	2
<p>Embedding principles of good practice set out in the updated 2024 DfE's guidance on working together to improve school attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5

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

Budgeted cost: **£28,925**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lunchtime club for children that find lunchtime challenging.	This creates less incidences of behaviour issues in the classroom and the playground. This builds on resilience and risk taking in pupils so that all children make progress and are engaged fully in their learning	
PGL – Residential to Isle of Wight	This provides pupils with new and exciting experiences with the friends. The social and bonding experiences builds confidence, independence and team-building in the pupils to prepare for Secondary school	
Free uniform for refugee children	This promotes a sense of well-being and belonging to the school community and builds confidence in the children.	
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4, 5
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.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7

Total budgeted cost: £126,336

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2024/25 was in line or better than non-pupil premium pupils (most year groups). The attainment gap between our disadvantaged pupils and non-disadvantaged pupils is/has reduced.

Attendance among disadvantaged pupils was 0.3% lower than their peers in 2024/25. Persistent absence was 3.2% higher.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health for a few individual pupils remain significantly higher than before the pandemic.

These results mean that we are on course to achieve the outcomes that we set out to achieve as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Externally provided programmes

Programme	Provider
Catch-up Reading Support	Lightening Squad (FFT)
One to one readers	Beanstalk
Literacy and dyslexia support	DTC
Mental Health Practitioner	Hammersmith & Fulham
Schools Coaching Programme	Middlesex Cricket Club & Chance to Shine
Whole School Tennis Coaching	Courtfit
Specialist Music Lessons	Music Hub
Year 5 Music Studio	Rhythm Studio