Pupil premium strategy statement October 2025

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	357
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 2025
Date on which it will be reviewed	October 2026
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	£355455
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	£355455

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' language 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 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.
Phonics fully embedded into everyday teaching	Phonics screening in line with national averages by 2026/2027
Pupils with SEND achieve exceptionally well	Positive SEND progress measure
Children are confident using manipulatives in KS2 and able to use them independently.	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
NPQs are accessed by staff	A third of teaching staff have accessed NPQ developments
The school's intent and implementation are embedded securely across the school.	Children are on track to be ready for the next stage of their education
KS2 outcomes in line with national averages	KS2 outcomes in 2024/2025 for reading, writing and maths show that 70% of

	disadvantaged children met the expected standard.
Attendance for pupils on the SEND register is in line with national averages	SEND attendance average is 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)

Budgeted cost: £70 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD focus on developing leadership	*Create a leadership environment and school climate that is conducive to good implementation.* *Set the stage for implementation through school policies, routines, and practices.* *Identify and cultivate leaders of implementation throughout the school.* *Build leadership capacity through implementation teams.* https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation	3,5
CPD focusing on strategies to develop learning to learn skills through BLP	*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-management, and critical thinking, BLP encourages pupils to take ownership of their educational journey. Evidence suggests that schools implementing BLP see improvements in student*	5

	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.	

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

Budgeted cost: £150 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerate progress in CLL across the EYFS Curriculum -Pupils with low prior attainment / EAL / SEN	*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	1
Accelerate reading ability using phonic strategies for children working within the phonic phases - Pupils with low prior attainment / EAL / SEN	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
Facilitating the development of colleagues' abilities to implement and evaluate lesson adaptations,	EEF SEND 5 a day approach	5

reasonable adjustments and structured academic or behavioural interventions that are well-matched to pupils' needs (Q of E)	Staff to use case studies as professional development	
Implement strategies for reviewing, redrafting and editing learning (Q of E) *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)*	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
Maths- embed CPA approach and develop a KS2 fluency plan	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. Encourage children to represent problems in their own way, for example, with drawings and marks. Use manipulatives and representations to encourage discussion about mathematics.	4

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	
Pupils can demonstrate understanding in foundation subjects and reflect on their learning. Access to educational visits.	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)

Budgeted cost: £75 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of well being interventions	Teach SEL skills explicitly	6

	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	
Well being breakfast	Breakfast clubs found to boost primary pupils' reading writing… | EEF	
Zones of regulation in everyday practice	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	6

Total budgeted cost: £355 455

Area	Salaries/other	Description	Current spending plan
1	SLT	CPD focusing on leadership	£2245
1	Teaching staff	CPD focusing on learning to learn skills (BLP)	£10000
1	Teachers	EAL leadership	£10450
2	Teachers and Teaching support	Wellcomm screening and interventions	£45 000
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 fluency	£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	£355 455
		Total cost	£364 605

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 2023 to 2024 academic year.

Pupil premium outcomes

EYFS

Eligible for pupil premium (65% v 44%)

Y1 phonics

Eligible for pupil premium 58% v 54% (not eligible for pupil premium)

*This cohort had 70% eligible for pupil premium.

Y2 phonics re-check

Eligible for pupil premium 82% v 82% (not eligible for pupil premium)

*This cohort had 66% eligible for pupil premium

KS2 reading, writing and maths

Eligible for pupil premium 51% v 73%

Reading

KS2 Expected standard eligible for pupil premium (72% v 91%)

KS2 Higher standard Eligible for pupil premium (30% v 55%)

Writing

KS2 Expected standard eligible for pupil premium (53% v 73%)

KS2 Higher standard Eligible for pupil premium (4% v 0%)

Maths

Year 4 Multiplication times table check- (pupil premium in brackets)- cohort size 59

Full marks   13 children (9 children)

Marks 21-25   31 children (22 children)

Expected standard eligible for pupil premium (77% v 82%)

Higher standard eligible for pupil premium (33% v 64%)

Attendance

Disadvantaged 92.6% v 92.4% non-disadvantaged

Persistent absence 23.2% v 10.3%

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 are studying the NPQLTD and one studying the NPQLBC