# Pupil premium strategy statement

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 | Neasden Primary School |
| Number of pupils in school | 263 |
| Proportion (%) of pupil premium eligible pupils | 37% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2025/26 – 2027/28 |
| Date this statement was published | September 2026 |
| Date on which it will be reviewed | July 2027 |
| Statement authorised by | Katy Drinkall (Headteacher) |
| Pupil premium lead | Katy Drinkall |
| Governor / Trustee lead | Ray Dixie |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £162,650 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £162,650 |

# Part A: Pupil premium strategy plan

## Statement of intent

Neasden Primary school is located within Kingston upon Hull which remains one of the most deprived Local Authorities nationally.  Eligibility for free school meals has increased over recent years. 49% of pupils live in the 20% most deprived households nationally.

Our overarching aim is to continue to eradicate the attainment gap between our disadvantaged pupils and others within school and nationally so that every pupil in our school has the same life chances and can be the best they can be.

The causes of disadvantage are complex and entrenched and many lie beyond school. However, with the right strategies, underpinned by research, alongside a rich and engaging curriculum, we believe that we can make a difference.

We have a wealth of information and data at individual pupil level and it is important that this is used to understand the challenges and needs of our disadvantaged pupils. We should avoid making generalisations.

Our aim is that all pupils irrespective of background and barriers to learning, reach their full potential and become fulfilled and healthy individuals who are able to flourish and contribute positively to society now and in later life as adults.

Our guiding principles for allocating our funding align with those identified in Education Endowment Foundation - Using your Pupil Premium Funding effectively

1. Schools can make a difference in narrowing attainment gaps – this means all staff in our school know who our disadvantaged pupils are and work collaboratively to narrow the gaps.
2. Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions – we will adopt approaches which evidence shows has been effective in other schools and which we believe are transferrable into our school
3. Quality First Teaching helps every child – quality first teaching must be at least good at all times for all children – this means investing time in supporting and developing staff at all stages in their careers
4. Less is more – we will focus on a small number of carefully chosen priorities identified through diagnostic assessment
5. Whilst we understand that pupils who are eligible for the Pupil Premium are more likely to be ‘low-attainers’, tackling the consequences of deprivation and using our funding effectively also means ensuring that middle and higher attaining pupils continue to achieve well and fulfil their potential

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Assessments of children on entry to FS2 indicate their speech, language and communication skills are under-developed and their vocabulary is limited, this often continues into KS1 and lower KS2. This is particularly prevalent amongst our disadvantaged pupils. |
| 2 | Baseline and ongoing assessment and tracking indicates that generally, children from disadvantaged backgrounds find early reading skills and phonics difficult to grasp and are slower to master the phonics code, impacting on their ability to blend and become fluent readers by the end of year 1. |
| 3 | In school assessments, including discussions with pupils and work scrutiny show that gaps in attainment in reading, writing and maths do not close between our disadvantaged pupils and others until they get to upper KS2. |
| 4 | Tracking data shows that disadvantaged pupils are more likely to have gaps in their foundational knowledge which impacts their academic achievement as they move through school. |
| 5 | While the whole school attendance is just above national average, there are disparities between our disadvantaged pupils and their peers in terms of overall attendance and persistent absence. Data shows that pupils from disadvantaged backgrounds are more likely to be late or arrive to school unprepared for learning: without the correct equipment, appropriate clothing or breakfast. |

## 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 attendance | **By the end of 2027-28**<br>• The gap between disadvantaged pupils and others in school is at least in line with all other pupils nationally.<br>• The percentage of disadvantaged pupils who are classed as persistent absentees is at least in line with all other pupils nationally.<br>**On an annual basis we will ensure that we:**<br>• Continue to narrow the absence gap between pupils who are disadvantaged and others in school.<br>• Narrow the gap, in terms of persistent absence, between disadvantaged pupils and others in school. |

| Intended outcome | Success criteria |
|---|---|
| Improved outcomes in GLD, reading, writing, mathematics and phonics | **By the end of 2027-28**<br>• % of disadvantaged pupils achieving GLD is within 5% of all other pupils nationally<br>• The gap between disadvantaged pupils and others nationally reduces year on year when comparing those who have reached the required standard at the end of year 1 and 2 in the phonics screening check.<br>• At end of KS1 % of disadvantaged pupils reaching EXS in reading, writing and mathematics is within 5% of all other pupils nationally<br>• At end of KS2 % of disadvantaged pupils reaching EXS in reading, writing, mathematics and RWM is at least in line with all other pupils nationally<br>**On an annual basis we will ensure that we:**<br>• Pupils reach targets agreed with Trust at EXS and GD/HS at the end of Key Stage 2<br>• Move closer to NA for GLD whilst narrowing gap between disadvantaged pupils and others in school as well as all others nationally |
| Improved social and emotional development, higher levels of well-being and inclusion. | **By 2027-28 – high levels of inclusion and well-being are exemplified by:**<br>• Qualitative data from pupil voice surveys.<br>• Qualitative data from a range of parental surveys.<br>• Reduction in number of behavioural incidents amongst disadvantaged children reported on CPOMS.<br>• Analysis of CPOMS data shows positive impact on disadvantaged children of school support and signposting to external partner agencies.<br>• Analysis of out-of-school activities registers and feedback demonstrate high levels of engagement by disadvantaged pupils. |
| Improved oral language skills and use of vocabulary | • Focused observational assessments show significantly improved oral language amongst disadvantaged pupils. This evidence is confirmed via work scrutiny, interviews with pupils and formal external assessments. |

| Intended outcome | Success criteria |
|---|---|
| Improved acquisition of early reading skills for disadvantaged pupils | **By the end of 2027-28**<br>• The gap between disadvantaged pupils and others nationally reduces year on year when comparing those who have reached the ELG in reading<br>• The gap between disadvantaged pupils and others nationally reduces year on year when comparing those who have reached the required standard at the end of year 1 and 2 in the phonics screening check.<br>**On an annual basis we will ensure that we:**<br>• Narrow the gap between disadvantaged pupils and others in school in the ELG of reading as well as with others nationally.<br>• Narrow the gap between disadvantaged pupils and others in school in the phonics screening check as well as with others nationally. |

## 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: £100,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **CPD:**<br>Ensure that all staff are fully trained and able to deliver phonics sessions. Include release time for staff to attend weekly practise sessions. Ensure support staff are trained to deliver targeted interventions to individuals to ensure that children have a secure grasp of the phonics code. (£10,000)<br><br>Release of key staff including early reading leader (0.2fte), KS2 reading leader (0.1), writing leader (0.1) and mathematics leads (0.2fte) to support development of high quality provision - QfT – including accurate assessment, developing planning, bespoke support, coaching, modelling (£40,000)<br><br>Release of SENCo (0.2fte) to support less experienced staff on meeting needs of all pupils with focus on those with SEND/ vulnerable (£10,000) | DfE accredited Systematic Synthetic Phonics Programme<br><br>DfE Reading Framework - Teaching the foundations of literacy<br><br>Education Endowment Foundation T&L Toolkit - Phonics<br><br>Very strong evidence base which suggests the positive impact on early reading skills particularly for disadvantaged pupils<br><br>Education Endowment Foundation - Diagnostic Assessment - Evidence Insights<br><br>Education Endowment Foundation - Gathering and interpreting data (From A school's guide to implementation)<br><br>• EEF state that with the information diagnostic assessments provide, teachers may:<br>  • decide to adjust the level of challenge of activities<br>  • reteach specific concepts or topics<br>  • adjust curriculum content in the medium or long term<br>  • provide pupils with feedback through which they can address their own areas for improvement<br>  • decide which pupils may need additional, targeted academic support | 1, 2, 3 |

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|---|---|---|
| Mentoring and coaching for staff to ensure consistent QFT (£15,000)<br><br>Access to RWI training and 100% decodable home reading books (£5,000)<br><br>Release of staff (writing lead (0.1) and EYFS lead (0.1) to support staff across the school with addressing foundational knowledge (£20,000) | Continuation of the successful coaching model already used in phonics.<br><br>DfE Reading Framework - Teaching the foundations of literacy<br><br>Education Endowment Foundation T&L Toolkit - Phonics | 2, 3<br><br>3,4 |

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

Budgeted cost: £32,650

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Specialist Speech and Language delivery in EYFS<br>Trained Teaching Assistant 0.5 Spring and summer term (£8,000) | Education Endowment Foundation Early Years Toolkit - communication and language approaches<br>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. It is suggested that the benefits are greater for children from disadvantaged backgrounds<br>Education Endowment Foundation - T&L Toolkit - Oral Language Interventions<br><br>Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.<br><br>EEF state that interventions led or supported delivered trained teaching assistants have broadly the same impact as if delivered by a teacher. | 1 |

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|---|---|---|
| Provide phonics keep up support (R & Yr1)/ using Read Write Inc Gap analysis to identify phonic gaps and ability to blend<br><br>YR – Y2, Teaching assistant delivering individual or small group teaching (£15,000) | DfE Reading Framework - Teaching the foundations of literacy<br><br>Education Endowment Foundation - T&L Toolkit - Small Group Tuition<br><br>Education Endowment Foundation - T&L Toolkit - One to One Tuition<br><br>Studies comparing one to one tuition with small group tuition show mixed outcomes. The variability could be attributed to the quality of teaching as opposed to group size. Evidence suggests that tuition should be additional to but explicitly linked with normal teaching and that teacher monitoring of progress is beneficial. Where tuition is delivered by volunteers or TAs, the evidence suggests that training and the use of structured programmes is key.<br><br>EEF state that schools should carefully consider how teaching assistants are used to support learners from disadvantaged backgrounds. There is evidence that when a teaching assistant is used to support specific pupils routinely in the classroom, the teacher may interact less with these pupils, meaning that those who need additional teacher monitoring and support may not receive it. Therefore, additional care should be given to how teachers respond to the deployment of teaching assistants and who they are supporting, particularly for previously low attaining or disadvantaged pupils.<br><br>However, well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.<br><br>Schools should carefully monitor teaching assistant interventions to ensure they are well-delivered, so that pupils receive the large benefits of structured interventions and not the limited impact of general deployment. | 2 |
| Provide reading catch up intervention (RWI Fresh Start)<br>KS2 – small group intervention<br>Teacher (0.4) (£5,000) | Education Endowment Foundation - T&L Toolkit - Small Group Tuition<br>EEF state that small group approaches can support pupils to make progress by providing intensive, targeted academic support to those with low prior attainment or at risk of falling behind as it allows for greater levels of interaction and feedback. This helps pupils | 2, 3, 4 |

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|---|---|---|
| | overcome barriers to learning and increases access to the curriculum.<br>It is important to ensure that tuition is informed by accurate diagnostic assessment and delivered by trained staff.<br><br>Education Endowment Foundation – Improving Literacy in KS2<br><br>EEF state that comprehension can be improved by the teaching of specific strategies. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. | |
| Small Group tutoring (£4,650) | Education Endowment Foundation - Improving mathematics in Key Stages 2 and 3<br><br>Education Endowment Foundation – Improving Literacy in KS2 | 2, 3, 4 |

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

Budgeted cost: £30,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Purchase of books for children to take home (£5,000) | Very recent research by the National Literacy Trust 1 in 11 children from disadvantaged backgrounds do not have access to books at home.<br><br>https://www.thebookseller.com/news/nlt-research-shows-1-11-children-disadvantaged-backgrounds-dont-own-single-book-1289429 | 2 |
| Promote attendance<br>• Strong attendance ethos led from the top with clear lines of accountability<br>• Attendance Officer role established use monitoring and analysis to identify chn causing concern and address attendance issues early.<br>• Robust follow up of absence including working with partner agencies & EWO<br>• Embed principles of 'Improving school attendance'<br>• Use of ATTEND framework<br>(£6,000) | DfE - School attendance guidance<br><br>DfE - Improving school attendance - support for schools and local authorities<br>DfE guidance based on cases studies with school with high levels of attendance.<br><br>Pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school. (DfE)<br><br>EEF are currently undertaking research which aims to be the basis for a report that provides an overview on the effectiveness of interventions on school attendance behaviours and the characteristics of these interventions.<br><br>EEF attendance intervention rapid evidence assessment | 5 |
| Breakfast club prioritising disadvantaged children<br>Nutritious breakfast (£3,000) | EEF Breakfast clubs books reading, writing and maths<br><br>EEF state that, not only does this impact on outcomes, but also on behaviour and concentration skills of pupils | 2, 4, 5 |

| | | |
|---|---|---|
| Well-being and social and emotional wellbeing<br>• Support safeguarding<br>• Deliver ELSA intervention<br>• Deliver Nurture intervention<br>• Regular 1-1 check-ins with most vulnerable children<br><br>Specialised support and partner agency working:<br>• SEMH support – focus on most vulnerable (CLA, CIN, EHASH, those with social worker)<br>(£10,000) | Education Endowment Foundation - T&L Toolkit - Social and Emotional Learning<br><br>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.<br><br>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. | 4, 5 |
| Extra curricular activities, prioritising disadvantaged children including sports clubs, music lessons and subsidised educational visits. (£6,000) | EEF – Physical Activity<br><br>By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.<br><br>EEF – Arts Participation<br><br>Research suggests that there is an intrinsic value in ensuring children access a rich, stimulating creative arts curriculum. | 5 |

**Total budgeted cost: £ 152,650**