Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Preston Grange Primary
Number of pupils in school	201 (inc.Nursery)
Proportion (%) of pupil premium eligible pupils	20% (inc. EYPP)
Academic year/years that our current pupil premium strategy plan covers	3 years (Sept 2025- July 2028)
Date this statement was published	November 2026
Date on which it will be reviewed	Annually Sept 2026, 2027, 2028
Statement authorised by	K. Hart, Chair of Governors
Pupil premium lead	T.A. Taylor, Headteacher
Governor / Trustee lead	K. Dunn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,635
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	£70,635

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE’s in English and Maths.

Challenges

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

Challenge number	Detail of challenge
1	Some PP children require support due to their challenging family lives.
2	Some PP children require emotional support eg. self-esteem & confidence.
3	Some PP children are socially disadvantaged through lack of life & cultural experiences.
4	Less parental engagement with some PP families.
5	Significant Speech, Communication and Language delays
6	Some PP children need additional support to access the curriculum

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
PP children's social & emotional needs are effectively supported in order to lessen the impact on their achievement and achieve in-line with their peers.	Successful completion of the Thrive programme for the children. Resilience & motivation is improved in learning situations.
PP children's family life needs are effectively supported in order to lessen the impact on their achievement and achieve in-line with their peers.	Children are effectively represented at EHA and TAF meetings. Successful targets completed from the Early Help Assessment.
PP children's cultural and life experience needs are effectively supported in order to lessen the impact on their achievement and achieve in-line with their peers.	PP children will be able to access the curriculum at the same level as their peers and there will not be any missed learning due to lack of experiences.
PP children's needs are effectively supported at home in order to lessen the impact on their achievement and achieve in-line with their peers.	Homework completed, attendance at parent meetings, reading records completed and the children more equipped for learning.
Children's speech and language is improved and they achieve in-line with their peers.	Children can communicate more effectively. Children are more able to access the curriculum.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

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

Budgeted cost: £ 10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part Time Reading Teacher Post	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	4, 5

Wider strategies

Budgeted cost: £ 60,135

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive Training	https://portal.thriveapproach.com/a/api/resource-file/?resource_id=273 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2
Thrive Online Portal	https://portal.thriveapproach.com/a/api/resource-file/?resource_id=273 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2
Wellbeing HLTA Post 1.0	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2,

TA for Early Years SEN	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2, 5, 6
Learning Support Assistants for most Vulnerable Children	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 6
Cultural Fund	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2, 3

Total budgeted cost: £ 70,635

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.

EYFS PP Data

	PGPS		National All Pupils
	Non- PP	PP	
GLD	79%	0% (0)	72%

No pupils eligible for PP funding in Reception 2025-26

Phonics Screener in Year 1

PGPS		National All Pupils
Non-PP	PP	
88%	100%	82%

End of KS2 PP Data

	PGPS		National All Pupils
	Non-PP	PP	
Reading	95%	66% (4)	75%
Writing	100%	67% (4)	73%
Maths	95%	66% (4)	75%
RWM	90%	33% (2)	63%
SPAG	85%	67% (4)	74%