

Pupil Premium Strategy Statement – Vaughan Primary School – 2025-2026

This statement details our school's use of pupil premium (and recovery 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	670
Proportion (%) of pupil premium eligible pupils	16% (108 pupils) (excluding nursery)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	
Pupil premium lead	Katy Hinson
Governor / Trustee lead	Juz Paice

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168600.00
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£168600.00

Pupil Premium Strategy Plan 2025-2026

Statement of Intent

Vaughan Primary School's over-arching aim is "to prepare our children for a happy future." We aim to achieve this by providing purposeful opportunities for life-long learning through a passionate team and an enabling environment. This is our ambition for all pupils, including those who are disadvantaged.

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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

In doing this, we will also consider the challenges faced by vulnerable pupils, such as those who are SEND, disabled, have a social worker or who have been previously known to social care and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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 strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its support for pupil mental health and well-being and continue to support pupils whose education has been worst affected, including non-disadvantaged pupils.

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

Challenges

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

Challenge number	Detail of challenge
1	<p>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. This impacts upon reading attainment at the end of KS2.</p> <p>In 2025, At the end of KS2, whilst pupil premium out-performed their peers in reading attainment, they did not in writing. In reception, where the main focus behind all of the judgements in on communication and language, there was a gap in the number of pupils achieving GLD from 62.5% of pupil premium pupils versus 74.4% of pupil premium pupils.</p>
2	<p>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> <p>In 2025, attainment in phonics at the end of year 1, meant that the pupil premium pupils out-performed their non-pupil premium peers – 91.7% versus 89%. However, at the end of year 2, there were still some children, including those who are pupil premium eligible, who did not meet the phonics screening test, demonstrating that ongoing phonics support is still essential.</p>

3	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class the majority of our disadvantaged pupils arrive below age-related expectations in all areas of maths compared to our non-disadvantaged pupils. This gap remains steady to the end of KS2.</p> <p>In 2025, at the end of KS2, 91.8% of non-disadvantaged pupils reached the expected standard in maths, compared with 82.4% of disadvantaged pupils. Whilst this is an improvement upon outcomes for disadvantaged pupils from 2024, there is still a gap in attainment and further work is required.</p>
4	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a range of other societal factors such as the cost of living crisis, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, in reading, writing and maths.</p>
5	<p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, further exacerbated by the legacy of the COVID-19 pandemic, other societal factors and the cost of living crisis. These challenges particularly affect disadvantaged pupils, including their attainment and their mental health and well-being.</p>
6	<p>Our attendance data over some time indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Improving attendance is also a whole-school priority area.</p> <p>During 2024-2025, overall attendance for all pupils was 95.2%. For disadvantaged pupils it was 93.9%. Whilst absenteeism impacts upon pupil progress and attainment for all pupils, our assessments and observations indicate that this is even more negatively impacting upon disadvantaged pupils' progress.</p>

	<p>Persistence absenteeism during the year has also been higher for disadvantaged pupils than it has been for non-disadvantaged pupils (for all pupils and for disadvantaged pupils. Whilst there has been some positive impact of working with families and through attendance contracts, there is more work to do. For example, in 2024-2025 persistent absence affected 11.5% of all pupils versus 14.3% of pupil premium pupils.</p>
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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.
Improved reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes in 2025/2026 show that more than 80% of disadvantaged pupils meet the expected standard (a 3% increase each academic year.</p> <p>KS1 reading outcomes in 2025/2026 show that more than 86% of disadvantaged pupils meet the expected standard (a 5% increase over 3 years.)</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths outcomes in 2025/2025 show that more than 85% of disadvantaged pupils meet the expected standard (a 10% increase over 3 years.)</p> <p>KS1 maths outcomes in 2025/2026 show that more than 81% of disadvantaged pupils meet the expected standard (a 10% increase over 3 years.)</p>
To achieve and sustain improved wellbeing for all pupils in our school,	Sustained high levels of wellbeing by 2025/2026 demonstrated by:

<p>particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • Survey results from emotional regulation/zones of regulation work • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2025/2026 demonstrated by a reduction in the amount of unauthorised absence and persistent absence, as well as a narrowing of the gap between disadvantaged and non-disadvantaged pupils in these areas.</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 0.5% and the unauthorised attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0.1%. in 2024-2025, there was a gap in the amount of unauthorised absence (for all pupils it was 0.4% but for disadvantaged pupils it was 0.8%.) • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 12%. The current figures are 11.5% of all pupils are persistently absent and 14.3% of disadvantaged pupils are persistently absent.

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: £68,229.74

Activity	Evidence that supports this approach	Challenge numbers
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		addressed
Ensure Pupil Premium pupils achieve good or better progress and reach their predicted outcomes, narrowing the gap between the attainment of those who are disadvantaged and those who are non-disadvantaged.	Use of Arbor to identify gaps in learning to inform planning and interventions IEPs assessed and reviewed Differentiated lesson plans – work in books and homework Interventions created and monitored on arbor Planning and book scrutinies Booster provision Total Cost = £30,734.92	1, 2, 3, 4
Deploy support staff effectively to maximise the progress and attainment of pupil premium pupils	Higher number of TAs providing Maths and English support in ability sets across the school particularly for Pupil Premium children – Total Cost= £12,956.70 Pupil premium champion TAs to work exclusively with pupil premium pupils across the school Total Cost=£12,956.70	1,2,3,4
Improve reading and writing across the school	Daily reading – embedding of Reading Roots and other interventions Total Cost= £12,956.70 Fine motor skills interventions Total Cost =£1,850.96 Planning and book scrutinies Lesson observations and learning walks Subject leader work and training for all staff (previously accounted for) Booster provision for year 6 pupils Total Cost=£3,647.78	1,4
Further embed new phonics scheme of work (twinkl)	Daily phonics sessions including interventions	2

	<p>Total Cost= £5,552.87</p> <p>Lesson plans and observations</p> <p>Learning walks</p> <p>Resources used</p> <p>Subject leader work and training for all staff</p> <p>(previously accounted for)</p>	
In EYFS, provide structured home support	<p>Use of Evidence Me Software (Online learning journey)</p> <p>Parent meetings</p> <p>Regular information sent to parents/support given where needed</p>	1,2,3
Continue to embed Maths Mastery skills	<p>Lesson plans and observations</p> <p>Learning walks</p> <p>Resources used</p> <p>Planning and book scrutinies</p> <p>Attendance at Maths Mastery CPD</p> <p>Booster provision for year 6 pupils (previously accounted for)</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>Emotional regulation training for all staff</p> <p>Zones of regulation introduced into all classrooms</p> <p>Behaviour plans and ABC charts to be implemented for some pupils</p> <p>Bespoke behaviour systems introduced for some pupils (e.g. individual reward charts etc.)</p> <p>Review of behaviour policy/consultation.</p> <p>Parent information sessions.</p>	5

	Total Cost=£529.55	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £27,060.84

Activity	Evidence that supports this approach	Challenge numbers addressed
Pupil Premium Champions (in each phase) to provide targeted support	<p>IEPs</p> <p>Half Termly Meetings with AHT for Inclusion with pupil premium champions</p> <p>Total Cost: £673.93</p> <p>Progress and attainment data on arbor</p> <p>PP Champions timetables (accounted for in previous section)</p>	1, 4
Provide specific interventions in reading, writing and maths which target gaps in learning	<p>Year 6 Boosters (accounted for in previous section)</p> <p>Use of Arbor to identify gaps in learning to inform planning and interventions</p> <p>Interventions on Arbor– regularly reviewed and assessed</p> <p>Personalised learning and resources</p> <p>Use of various specialised literacy interventions e.g. precision teaching and toe by toe</p> <p>Total Cost: £1,480.77</p> <p>Trained TAs to provide speech and language interventions</p> <p>Total Cost: £2,961.53</p>	1,2,3,4

	<p>Daily Reading for all PP children in EYFS</p> <p>Pupil Progress Meetings with AHT for inclusion with DHT and class teachers to look at progress for SEND and pupil premium pupils</p> <p>Total Cost: £5286.00</p>	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	<p>Daily phonics sessions</p> <p>Interventions to support pupils who did not pass the Year 1 Phonics Test –</p> <p>Total Cost: £12,956.70</p>	2
Provide additional reading support for PP pupils in UKS2	<p>Weekly peer to peer reading in conjunction with Harrow Boys School</p> <p>Total Cost: £3,701.91</p> <p>Pupil Premium Champion TAs to provide additional reading support (already accounted for)</p> <p>Booster reading support</p>	2

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

Budgeted cost: £100,164.82

Activity	Evidence that supports this approach	Challenge numbers addressed
Introduce the new sensory room and implement a timetable of support for targeted pupils	<p>Timetable</p> <p>Training for support staff and teachers on how to use the room</p> <p>Cost of implementation and maintenance</p> <p>Total Cost: £2500.00</p>	5

	<p>Liaison with ASD advisory team – Service level agreement (50% cost) Total Cost: £2500.00</p> <p>Training on sensory profiles and sensory circuits</p>	
<p>Provide targeted SEMH support from the Pastoral Team</p>	<p>Provide targeted SEMH support from the Pastoral Team</p> <p>Learning Mentor and CBT Counsellor timetables working with disadvantaged pupils</p> <p>Total Cost: £24,139.83</p> <p>Team Support</p> <p>Total Cost: £1059.10</p> <p>Whole class Mindfulness sessions Assemblies</p> <p>Total Cost: £2,413.98</p> <p>Social communication interventions</p> <p>Total Cost: £12,956.70</p> <p>Sensory room timetable Emotional regulation/zone of regulation work Behaviour policy review and consultation (accounted for previously)</p>	5
<p>Provide specialist ASD Teacher to work with ASD pupils (without an EHCP)</p>	<p>Provide specialist ASD Teacher to work with ASD pupils with or without an EHCP (see cost above)</p> <p>Support and training provided to staff who work with these pupils (particularly around sensory profiles and the use of the sensory room.)</p> <p>Total Cost: £1000.00</p>	3,4

	<p>'Different Minds' assembly for Years 4 and 6 (neurodiversity awareness)</p> <p>Total Cost: £1000.00</p> <p>Inclusion week – promotion of neurodiversity and other diversity/disability – March 2025</p>	
Provide ongoing staff training and CPD	<p>SMHL training and attendance at relevant external INSET</p> <p>Total Cost: £500.00</p> <p>Staff INSET</p> <p>Behaviour policy and emotional regulation training and consultation</p>	5
Provide support to families re: attendance and persistent absenteeism	<p>Weekly meetings between AHT inclusion and Attendance Officer – Attendance Contracts</p> <p>Early Support referrals</p> <p>Work with Families</p> <p>Parent Workshops</p> <p>Total Cost: £26,771.41</p>	6
Provide and signpost wider support to families as needed.	<p>AHT for inclusion and learning mentor to work with early help team to learn about local offer</p> <p>Total Cost: £406.58</p> <p>Continued liaison with early help school contact</p> <p>Parent workshops and signposting where appropriate</p> <p>Safeguarding meetings and parent information sessions led by school</p>	5

	School to host information sessions/workshops where appropriate led by early help team	
Provide enrichment activities and school trips	50% reduction on the cost of school trips and residential visits School to support with the cost of enrichment and extra-curricular activities for some disadvantaged pupils Total Cost: £6,956.22	5
Provide a set of school uniform	School uniform to be provided for all pupil premium pupils Total Cost: £9,450.00	5
Provide free breakfast club places for disadvantaged pupils who need them.	Free breakfast club places to be provided for disadvantaged pupils where there are concerns about attendance/punctuality. Total Cost: £8,512.00	6

Total budgeted cost: £172,000.00

Maximum Total overall cost: £195,455.40

