



Pupil Premium Strategy Statement

Cecil Road Primary and Nursery School

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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|-----------------------|
| Number of pupils in school | 377 |
| Proportion (%) of pupil premium eligible pupils | 24% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 1 year 2025 - 2026 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | C Old, Head Teacher |
| Pupil premium lead | H Day |
| Governor / Trustee lead | Emma Ellerington |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £99,990 |
| Pupil premium funding carried forward from previous years. | |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | |

Part A: Pupil premium strategy plan

Statement of intent

At Cecil Road Primary and Nursery school our aim is to use Pupil Premium funding to not just improve and sustain higher attainment for our children but to also ensure they have access to a range of enrichment opportunities.

During the period of this strategy plan, we will be focusing our Pupil Premium funding on challenges that have been identified as having a negative impact on pupils' attainment and wellbeing: have a range of enrichment opportunities, ensure that children's attendance is consistent and that they arrive on time, provide opportunities for oracy as well as having access to high quality teaching.

To ensure our strategy is effective, we will:

- Adopt a whole school approach which is linked to our school Development plan, where all staff take responsibility for delivering quality first teaching to all children.
- Ensure early identification of challenges is recognised and interventions and support is put in place.
- Regularly review the effectiveness of our Pupil Premium Strategy and make changes to provision where necessary and appropriate.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Communication and Language Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. EYFS data showed reduced language and communication skills across the year group. |
| 2 | Attendance and increased likelihood of lateness Years R, 3, 4 and 5 attendance for disadvantaged children was slightly lower than non disadvantaged in 2024/25. Data also shows that |

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| | disadvantaged children are more likely to arrive later than non-disadvantaged pupils. |
| 3 | Attainment Assessments show that disadvantaged children achievements are slightly lower than non disadvantaged at the end of EYFS, phonics assessment and the end of KS2. |
| 4 | Social and Emotional Our assessments (including wellbeing questionnaire), observations and discussions with pupils and families have identified social and emotional gaps for many children, including low confidence and lack of enrichment opportunities. These challenges particular effect disadvantaged children. |
| 5 | Parental Engagement Observations and discussions with parents show that a reluctance to engage can be a barrier for some of our families. This can be through mental health issues, their own poor experiences of school or through cultural differences. Some of our parents lack the confidence to support their children at home. |
| 6 | Developing Cultural Capital Observations and questionnaires show that some of our families have limited opportunities for social, cultural or educational experiences beyond their immediate environment. |
| 7 | Additional Needs At present 36% of disadvantaged pupils have additional needs. 3 of these children require adapted curriculum and additional support. |

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 |
|--|---|
| Communication and Language To provide opportunities through whole class teaching and through targeted intervention for language development. | <ul style="list-style-type: none"> Language screening will be routinely used throughout the school to support intervention planning, demonstrate progress with language development and assist with referral to external professionals. Early teaching in the EYFS will have a focus on improving language and communication of disadvantaged children. |

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| | <ul style="list-style-type: none"> • Targeted, personalised intervention will be in place for children with identified language needs. • Referral for children with language and communication needs will be timely, to enable them to access appropriate external support. • Quality first teaching with a focus on whole class oracy <p>(class observations of oral language, pupil progress meetings, discussions with children)</p> |
| <p>Attendance To review and embed the attendance policy, focusing on improving the attendance of persistent absentees and school avoiders by supporting parents and improving children’s resilience.</p> | <ul style="list-style-type: none"> • The number of persistent absentees will reduce over the course of the academic year. • School avoiders will be supported to reduce their anxiety and improve their attendance. • Parents will be supported in improve their children’s punctuality and attendance. • Children will be in school more consistently resulting in overall improved wellbeing and academic achievement. <p>(look at attendance data, pupil progress meetings, meetings with parents, meeting with attendance officer).</p> |
| <p>Social and Emotional To further improve support for children with complex social, emotional and mental health needs.</p> | <ul style="list-style-type: none"> • Trained member of staff is trained in Talk and draw intervention. • Complete ELSA training and lead the intervention. • Disadvantaged children to have resilience in a range of different situations. • Staff to be trained to recognise and support difficulties children may have as a result of attachment issues or trauma, to support children’s overall wellbeing and development. • Full time Family Liaison Officer. <p>(Boxall profiles, pupil voice, observations)</p> |
| <p>Parental Engagement To strengthen home-school partnerships in order to improve children’s overall wellbeing, attendance and educational achievement.</p> | <ul style="list-style-type: none"> • Parents and children will have a designated point of contact for support. • Home school partnerships will be stronger and trusting relationships will be built. • Families will be well supported, with both internal and external support strategies. |

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| | <ul style="list-style-type: none"> • Vulnerable pupils will have good emotional well-being and will make progress with their targets. <p>(discussions with parents, wellbeing meetings, weekly safeguarding and attendance meeting).</p> |
| <p>Developing Cultural Capital To ensure that disadvantaged pupils have the opportunity to take part in a range of enrichment activities.</p> | <ul style="list-style-type: none"> • Funded school club places offered to PP children. • Educational visits funded for PP Pupils. • External visitors funded for PP pupils. • Funded music lessons for PP pupils. • Breakfast club funded for PP pupils. • Forest school funded for PP pupils. <p>(review data, pupil voice, parental voice)</p> |
| <p>Attainment To ensure that all children have access to high quality teaching and appropriately adapted curriculum to support progress and attainment.</p> <p>To identify Pupil Premium children in EYFS and diagnose children’s needs, early and implement well research interventions.</p> | <ul style="list-style-type: none"> • Teachers will feel confident adapting the curriculum to meet the needs of most learners within the mainstream classroom. • Teacher will feel confident planning bespoke curriculum for those pupils with complex needs. • All pupils will make good progress towards their individual target. <p>(Standardised tests, Pupil Progress meetings)</p> |

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: £ 31042.46

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Oracy Project</p> <p>Train staff and parents to delivery and support oracy programme.</p> <p><i>Staff development</i> <i>Parent sessions</i> <i>Parent Newsletter and video</i> <i>Mentoring staff</i></p> | <p>Why oracy matters Oracy APPG (inparliament.uk)</p> <p><i>“Evidence shows that Oracy improves: academic outcomes, underpins literacy and vocabulary acquisitions, supports wellbeing and confidence.” (Oracy APPG)</i></p> | <p>1, 3, 4, 5, 6, 7</p> |
| <p>CPD</p> <p>Ensure staff are supported with High quality teaching strategies.</p> <p><i>Outside agencies and inhouse training -</i> <i>AET, ADHD training</i> <i>Mainstream core standards</i> <i>Mitigation to success</i></p> | <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p><i>“Supporting high quality teaching is pivotal in improving children’s outcomes” (EEF, 2021)</i></p> | <p>1, 4, 7</p> |
| <p>Maths</p> <p>Subscription to White Rose, TT rockstars, numbots,</p> | <p>Kent and Medway Maths Hub (kandmmathshub.org)</p> | <p>1, 3,</p> |

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| <p>Maths Hub, Mastery in number, Doodle to enhance children's maths learning.</p> | <p><i>"Their mission is to support primary school teachers and parents all over the UK in helping children work towards maths mastery and change attitudes towards this subject, encouraging a growth mindset in both teachers and learners. Adopting a White Rose Maths approach to teaching means making sure all children have the same opportunities to learn and the support they need to fully grasp concepts." (Master the curriculum, 2020).</i></p> | |
| <p>RWI Train new staff in teaching and supporting RWI. Subscription to the RWI resources including new books for talk through stories</p> | <p>Phonics - Ruth Miskin Literacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>The EEF Toolkit – ‘It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.’</p> <p>The EEF Toolkit states that ‘The average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year.’</p> <p>The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)</p> <p>Department for Education – The Reading Framework (Jan 2022)</p> <p>This document outlines the importance of teaching reading using a Systematic Synthetic Phonics programme.</p> | <p>1, 3, 7</p> |
| <p>QFT To ensure that subject leaders have release time to research resources, monitor learning across the</p> | <p>Coaching for teaching and learning: practical guide for schools (publishing.service.gov.uk)</p> <p>Identifies that teachers learning and development underpins school improvement and provide a vehicle for raising achievement and attainment. When teachers’ learning is based on their own</p> | <p>3</p> |

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| <p>school and plan for new development. To give ECTs their release time.</p> | <p>genuine assessment they can start to make adaptations to their practice which can lead to real difference in outcomes. (National college,2010).</p> | |
| <p>Developing Technology To develop new data system to support attainment, attendance, communication. To use IT company to support the IT development in the school. To research computer programmes to support learning – Inprint, NCCE, Lexia</p> | <p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p> <p><i>“Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom” (EEF, 2019).</i></p> | <p>1, 2, 3, 5,</p> |
| <p>Wellbeing Support For the FLO and Wellbeing Team to support children and families across the school.</p> | <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p><i>“Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.” (EEF, July 2021).</i></p> | <p>1, 2, 3, 4, 5</p> |

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

Budgeted cost: £38,155.12

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Language and speech link Renew Speech Link and Language link</p> <p>To deliver NELI programme for Year R</p> <p>Deliver Early talk boost in Nursery.</p> | <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF Toolkit states that oral language interventions have ‘a high impact on pupil outcomes of 6 months additional progress’ and that ‘approaches that focus on speaking, listening and a 4 7 combination of the two all show positive impacts on attainment’.</p> <p>What is NELI? Nuffield Early Language Intervention (NELI) (teachneli.org)</p> | 1, 3 |
| <p>Lexia programme to support with reading.</p> | <p>The EEF states, “Reading comprehension strategies are high impact on average (+7 months).”</p> <p>Reading comprehension strategies EEF</p> | 1, 3, 7 |
| <p>Specific TAs to deliver personalised expressive and receptive language interventions.</p> | <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF Toolkit states that oral language interventions have ‘a high impact on pupil outcomes of 6 months additional progress.’ It also states that ‘language interventions with frequent sessions that are delivered over a sustained period may have a larger impact, overall’ and ‘approaches that are</p> | 1, 3 |
| <p>Full time FLO to meet with children as and when needed.</p> <p>TA to lead wellbeing sessions once a week in each year group.</p> | <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p><i>Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional</i></p> | 1, 3, 4, 5 |

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| <p>TA to lead draw and talk for 2 hours a week.</p> <p>Two TAs to lead Young carers group Twice a week for 30 minutes.</p> <p>FLO to run gardening club once a week for 30 minutes.</p> | <p><i>progress in academic outcomes over the course of an academic year. (July 2021).</i></p> | |
| <p>Trained Playleaders to work with children for 30 minutes each day. TA to monitor.</p> | <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p><i>By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. (EEF, July 2021)</i></p> | <p>1, 3, 6</p> |
| <p>1:1 pupil premium Conferencing Regular meetings with children to target gaps and information/resources shared with parents to support home engagement.</p> | <p><i>“Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall” (EEF, June 2021)</i></p> <p>Feedback sessions are completed with Pupils, class teachers, targeting support for children and supporting their parents to engage with some targets at home.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>The security of the evidence around parental engagement is high. The key mechanism for parental engagement strategies is improving the quality and quantity of learning that takes place in the home learning environment (EEF, 2021).</p> | <p>1, 2, 3, 4, 5, 7</p> |
| <p>Pupil Progress Meetings at least 3 times a year.</p> | <p>The national college recognises the importance to effective Pupil progress Meetings, “Pupil progress meetings are crucial to educational efficacy, and are rooted in the ethos of continuous improvement”.</p> <p>Key Considerations for Effective Pupil Progress Meetings</p> | <p>3, 4, 7</p> |

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

Budgeted cost: £ 30,792.42

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Embed the role of the Family Liaison Officer to improve parental engagement and attendance</p> <p>In year admissions – assessment process to put in place early interventions.</p> | <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF Toolkit states that ‘The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment.’</p> | 2, 5 |
| <p>Subsidise breakfast and after-school club for disadvantaged children</p> | <p>Magic Breakfast EEF (educationendowmentfoundation.org.uk)</p> <p>“...a free of charge, universal breakfast club before school delivered an average of 2 months’ additional progress for pupils in Key Stage 1... Breakfast club schools also saw an improvement in pupil behaviour and attendance.’</p> | 2, 3 |
| <p>Subsidise trips, afterschool club, music lessons and uniform for PP children</p> | <p>Effective Use of Pupil Premium Sandringham Research School</p> <p><i>‘subtle interactions and relationships are more important than big interventions...Part of this needs to be creating a sense of belonging, by enabling pupil premium students to access clubs and extra-curricular.’</i></p> <p>Teaching a broad and balanced curriculum for education recovery (publishing.service.gov.uk)</p> <p>Teaching a Broad and Balanced Curriculum for Education Recovery (June 2021)</p> | 6 |
| <p>Access to professional services to support additional needs i.e.</p> | <p>Poverty: statistics Mental Health Foundation ‘A growing body of evidence...has shown there is a strong</p> | 4 |

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| play therapist, educational psychologist | <i>socioeconomic gradient in mental health, with people of lower socioeconomic status having a higher likelihood of developing and experiencing mental health problems.'</i> | |
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Total budgeted cost: £ 99,990

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.

Disadvantage Breakdown 2024/25

377 children Year R – Year 6

57 children in Nursery

93 children EYPP and PP - 25%

| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Total | National 24/25 |
|---------------------|---------|-----------|--------|--------|--------|--------|--------|--------|-----------|----------------|
| EYPP | 2 | | | | | | | | 2 | |
| PP+ | | | | | | | | | | |
| PP/FSM | | 10 | 10 | 16 | 12 | 13 | 14 | 16 | 91 24% | 26% |
| Total PP | | | | | | | | | | |
| PP and SEND | | 4 | 5 | 5 | 4 | 5 | 6 | 4 | 33 | |
| PP and EAL | | 5 | 5 | 10 | 5 | 7 | 7 | 7 | 46 | |
| PP and Young carers | | 4 | 4 | 4 | 5 | 6 | 7 | 4 | 34 | |
| PP and Non SEND | | 6 | 5 | 11 | 8 | 8 | 8 | 12 | 58 | |

Attendance 2024-25

| | Total Attendance to date | | | |
|-----------|--------------------------|------------------|------------------|------------------|
| | All Pupils | SEN | PP | EAL |
| Reception | 54 Pupils 91% | 10 Pupils 88% | 10 Pupils 87% | 18 Pupils 89% |
| Year 1 | 54 92% | 9 97% | 10 97% | 22 87% |
| Year 2 | 54 94% | 14 91% | 16 91% | 31 94% |
| Year 3 | 53 96% | 14 95% | 12 94% | 25 97% |
| Year 4 | 54 95% | 13 95% | 13 93% | 22 94% |
| Year 5 | 54 93% | 13 94% | 14 90% | 25 91% |
| Year 6 | 54 96% | 10 93% | 16 94% | 25 96% |
| | | | | |
| | | | | |

Below shows the attainment for our PP children.

EYFS

| | |
|--------------------------------|-----|
| % of EYFS PP achieving GLD | 80% |
| % of EYFS non PP achieving GLD | 22% |

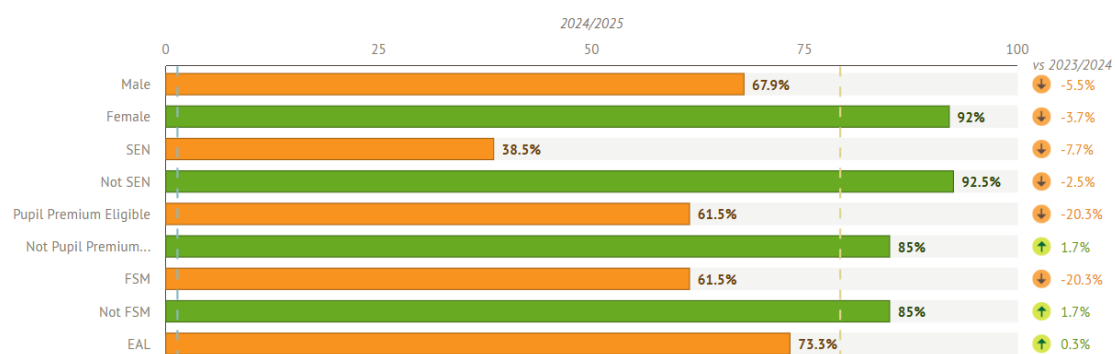
KS1 Data for 2023/24

Total number in cohort 53

| | All 53 | | | SEN 12 Term 2 14 term 4 | | | Not SEN 39 | | | PP 12 | | | Not PP 41 | | | EAL 25 | | |
|----------------|-------------|-------------|-------------|-------------------------------|-------------|-------------|---------------|-------------|-------------|-------------|-------------|-------------|--------------|-------------|-------------|-------------|-------------|-------------|
| | Exp+ Aut | Exp+ Spr | Exp+ Sum | Exp+ Aut | Exp+ Spr | Exp+ Sum | Exp+ Aut | Exp+ Spr | Exp+ Sum | Exp+ Aut | Exp+ Spr | Exp+ Sum | Exp+ Aut | Exp+ Spr | Exp+ Sum | Exp+ Aut | Exp+ Spr | Exp+ Sum |
| Reading | 55% | 52% | 71% | 27% | 14% | 35% | 66% | 65% | 84% | 58% | 58% | 66% | 54% | 51% | 72% | 44% | 40% | 60% |
| Writing | 64% | 48% | 67% | 34% | 14% | 21% | 76% | 60% | 83% | 58% | 42% | 58% | 69% | 51% | 70% | 52% | 44% | 57% |
| Maths | 74% | 67% | 75% | 54% | 36% | 36% | 82% | 78% | 88% | 68% | 66% | 67% | 77% | 68% | 76% | 60% | 52% | 60% |

Phonics Screening

| | % passed | National |
|--------|----------|----------|
| Non PP | 85% | 80% |
| PP | 62% | 67% |



KS2

| | <i>% of KS2 PP achieving age expected</i> | <i>% of non PP</i> | <i>National</i> |
|----------|---|--------------------|-----------------|
| Reading | 46% | 81% | 75% |
| Writing | 36% | 77% | 72% |
| Maths | 27% | 81% | 74% |
| Combined | 18% | 72% | 62% |

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|--------------------|----------------------|
| RWI | Ruth Miskin training |
| TT Rockstars | Numbots |
| WhiteRose | LBQ |
| Doodle | Lexia |
| Accelerated Reader | |
| Kinetic Letters | |