STATUTORY STATEMENT

Pupil Premium Strategy Statement

Princess May Primary School's use of pupil premium funding — 2026–2027

Governing Body Representative (GBR)	Kristofer McGhee (Chair of Governors)
Signed by (GBR)	……
Date approved	03/12/2026
Next review due by	July 2027
Related policies	SEND Policy; Attendance and Punctuality Policy; Behaviour Policy; Teaching and Learning Policy; Equality Information and Objectives
Aligned to	DfE pupil premium conditions of grant 2026 to 2027; Using pupil premium: guidance for school leaders; EEF guide to the pupil premium

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.

1. School overview

Detail	Data
Number of pupils in school	189 (October 2025 census, Reception to Year 6)
Proportion (%) of pupil premium eligible pupils	45.5% (86 pupils)
Academic years that our current pupil premium strategy plan covers	2026–27 to 2028–29
Date this statement was published	3 December 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Kevin Reynolds, Headteacher
Pupil premium lead	Sophie Klimt, Lead Practitioner
Governor lead	Kristofer McGhee, Chair of Governors

2. Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,300
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£133,300

3. Part A: Pupil premium strategy plan

Statement of intent

We want disadvantaged pupils at Princess May to make at least the same progress as their classmates and to leave us as confident readers, writers, speakers and mathematicians, ready for secondary school. Almost half our pupils (45.5%) are eligible, well above the national average, so this funding shapes most of what we do. Our values of respect, empathy and determination guide how we use it.

Our strategy rests on three principles, in line with the Education Endowment Foundation's tiered approach and the DfE's menu of approaches:

- **High-quality teaching first.** We invest in coaching and training that improves teaching for every pupil, with a particular focus on oracy, vocabulary and early reading.
- **Targeted support where gaps appear.** Termly assessment identifies pupils who are falling behind, who then receive short, structured interventions from trained staff.
- **Removing barriers and broadening horizons.** We tackle attendance and wellbeing, and make sure every disadvantaged pupil takes a full part in school life: educational visits, clubs, the School Council and other pupil leadership roles, and the Year 6 residential, which is now fully funded for every pupil.

We work closely with families and encourage take-up of free school meals without stigma. Governors review the impact of this plan each term.

Challenges

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

Challenge	Detail of challenge
1	Many disadvantaged pupils start school with limited spoken language and vocabulary. About half of them also speak English as an additional language, which affects their reading comprehension and writing.
2	Gaps in phonics, reading fluency and number knowledge mean some disadvantaged pupils struggle to retain and recall prior learning.
3	Social, emotional and mental health needs affect some pupils' readiness to learn, alongside pressures on their families.
4	Disadvantaged pupils have lower attendance and higher persistent absence than their peers.
5	Many disadvantaged pupils have fewer experiences beyond home and the local community, which limits the background knowledge they bring to their learning.

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 and vocabulary among disadvantaged pupils	Assessments, lesson observations and book looks show improved spoken language across the school. Disadvantaged pupils' spoken language scores improve each year from their autumn baseline.
Improved reading attainment among disadvantaged pupils	The gap between disadvantaged and other pupils narrows each year in the Year 1 phonics check and in KS2 reading, with KS2 reading outcomes for disadvantaged pupils in line with the national average for other pupils by 2028–29, measured as a three-year average, given small cohorts.
Improved maths attainment among disadvantaged pupils	KS2 maths outcomes for disadvantaged pupils are in line with the national average for other pupils by 2028–29, measured as a three-year average, given small cohorts; and the Year 4 multiplication check gap narrows each year.
Improved wellbeing for pupils with social, emotional and mental health needs	Termly pupil focus groups (every pupil from Reception to Year 6 is interviewed each term), parent surveys, behaviour logs and Connect Ed feedback show improved wellbeing and fewer incidents for pupils receiving support.
Improved attendance for disadvantaged pupils	Attendance for disadvantaged pupils rises each year towards 96%, and their persistent absence rate falls each year.
Every disadvantaged pupil takes part in enrichment	Every disadvantaged pupil attends every educational visit and the Year 6 residential; attendance registers show at least 70% take part in a club each term; and disadvantaged pupils hold pupil leadership roles (School Council, anti-bullying ambassadors, wellbeing ambassadors, class librarians) at least in proportion to their numbers in the school.

4. Activity in this academic year

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above. We plan to spend 35% on teaching, 46% on targeted academic support and 19% on wider strategies. Most of the teaching budget goes on coaching and training, which improves teaching in every class and so reaches every disadvantaged pupil.

Teaching (for example, CPD, recruitment and retention) — budgeted cost: £47,180

Activity	Evidence that supports this approach	Challenges addressed
Lead Practitioner time for instructional coaching and phonics leadership, about a quarter of the role (£23,095)	EEF guidance on effective professional development	1, 2
My Mastery maths curriculum and CPD for teachers and support staff (£5,080)	EEF Toolkit: mastery learning, +5 months; EEF guidance on improving mathematics in KS2 and KS3	2
Read Write Inc phonics subscription, two-day training for four staff and leadership training for two (£3,950)	EEF Toolkit: phonics, +5 months; DfE Reading Framework	2
Oracy across the curriculum with Voice 21: staff training and lesson support (£2,650)	EEF Toolkit: oral language interventions, +6 months	1
WalkThrus instructional coaching membership (£275 a year)	EEF guidance on effective professional development	1, 2
Literacy Tree writing and reading curriculum: whole-school membership and three consultancy days of planning support for teachers (£2,211)	EEF guidance on improving literacy in KS2; DfE Writing Framework	1, 2
Supply cover to release staff for Read Write Inc, Literacy Tree and NPQ training, about 14 days (£3,170)	DfE menu of approaches: cover time for professional development, including NPQs	1, 2
Read Write Inc online platform and ebook library (£825)	EEF Toolkit: phonics, +5 months; DfE Reading Framework	2
FFT Aspire assessment and tracking, used to identify gaps for disadvantaged pupils (£494)	DfE menu of approaches: technology to support diagnostic assessment	1, 2, 4
Lead Practitioner mentoring for our early career teacher, about 4 hours a week (£5,430 contribution)	DfE menu of approaches: mentoring and coaching for teachers; EEF guidance on effective professional development	1, 2

Targeted academic support (for example, tutoring, one-to-one support, structured interventions) — budgeted cost: £60,950

Activity	Evidence that supports this approach	Challenges addressed
Daily Read Write Inc one-to-one phonics tutoring and Stand Up and Read sessions for the lowest 20% of readers, about 12 hours a week from a trained reading assistant (£14,500)	EEF Toolkit: one-to-one tuition, +5 months; small group tuition, +4 months	2
Speech and language therapy, including Language for Thinking, for pupils with identified needs, about 30 days a year (£10,500)	EEF Toolkit: oral language interventions, +6 months	1
Structured language, literacy and maths groups run by trained teaching assistants and chosen from termly assessment (Colourful Semantics, a DLD language group, pre-teaching and a My Mastery catch-up group): contribution to about 8 hours a week (£4,350)	EEF guidance on making best use of teaching assistants	1, 2

Activity	Evidence that supports this approach	Challenges addressed
Small-group teaching for lower-attaining Year 6 pupils, including disadvantaged pupils, taught by a qualified teacher four mornings a week (£31,600)	EEF Toolkit: small group tuition, +4 months	1, 2

Wider strategies (for example, related to attendance, behaviour, wellbeing) — budgeted cost: £25,170

Activity	Evidence that supports this approach	Challenges addressed
In-school counselling and family support through Connect Education two days a week, including parent drop-ins and art-based coffee mornings (£17,870, about 30% of the annual cost)	EEF Toolkit: social and emotional learning, +3 months	3
Education welfare service, attendance monitoring and early contact with families of persistently absent pupils (£3,750)	DfE: Working together to improve school attendance	4
Subsidised educational visits so every disadvantaged pupil can attend (£3,550)	DfE menu of approaches: extracurricular activities and enrichment	5

Total budgeted cost: £133,300

5. Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2025–26 was the final year of our previous three-year plan (2023–24 to 2025–26). Disadvantaged pupils did well at the end of KS2: 78% reached the expected standard in reading, writing and maths combined. Nationally, 49% of disadvantaged pupils and 70% of other pupils reached it, so ours did better than other pupils nationally. They were 5 points behind other pupils in our school, against a national gap of 21 points and a Hackney gap of around 16. All 2026 figures are provisional until the DfE publishes final data in December, and our Year 6 cohort was small (30 pupils, 18 of them disadvantaged), so one pupil is worth about 6 percentage points.

Measure (2025–26)	Disadvantaged pupils	Other pupils	All pupils	National, all pupils
KS2 reading, writing and maths combined: expected standard	78%	83%	80%	63%
KS2 reading: expected standard	89%	92%	90%	75%
KS2 writing: expected standard	89%	100%	93%	73%
KS2 maths: expected standard	78%	83%	80%	75%
Attendance	93.6%	94.1%	93.9%	—
Persistent absence	25.2%	21.1%	23.1%	—

Sources: Hackney Primary School Performance Summary, July 2026 (provisional KS2 and phonics); school KS2 results matched to Arbor's disadvantaged flag; DfE Key stage 2 attainment 2025–26, provisional, September 2026 (national disadvantaged and other pupils); Connect-Ed

Annual Report, July 2026 (wellbeing); Headteacher's Report to governors, 9 July 2026 (multiplication check); Arbor attendance statistics for pupils of compulsory school age, 1 September 2025 to 31 August 2026.

What worked. Our focus on early language and phonics paid off. Year 1 phonics rose from 88% to 94%, Reception good level of development rose from 86% to 89%, and the Year 4 multiplication check average rose from 23.1 to 23.7, well above the national 21.0. Reading and writing at KS2 were in Hackney's top quarter for the third year running. Disadvantaged pupils were within 5 points of their peers in reading (89% against 92%) and maths (78% against 83%), and 11 points behind in writing (89% against 100%), which suggests high-quality teaching, Read Write Inc tutoring and targeted interventions are reaching the pupils who need them.

Wellbeing and enrichment. Connect Education's therapist worked in school two days a week. Five pupils, mostly in KS2, had one-to-one therapy, most often for anxiety, and the weekly lunchtime drop-in became a well-used part of school life. The therapist also trained Year 3 and 4 Wellbeing Ambassadors, ran two Creative Connect coffee mornings for about 20 parents and children each (most families came back for the second), and trained our three staff wellbeing leads. Five families received emergency grants through the Catholic Children's Society Crisis Fund. A change of therapist meant most one-to-one therapy only started in May 2026, so measured outcomes will not be available until December; this year we have added the RISE anxiety group to reach more pupils. We subsidised educational visits so that cost did not stop any disadvantaged pupil taking part, and this term's pupil focus groups show that children feel safe in school.

What did not work as well. Grammar, punctuation and spelling fell to 30% at the expected standard, and the proportion reaching greater depth fell in maths and in reading, writing and maths combined. Pupils with English as an additional language (60% of the cohort) were 20 points behind their peers, a wider gap than in Hackney. The previous plan's oracy and vocabulary work had not yet closed this gap by the end of KS2. Attendance did not meet our target: disadvantaged pupils attended 93.6% of sessions against 94.1% for their peers, and a quarter of them (25.2%) were persistently absent, compared with 21.1% of other pupils.

What we have changed. This plan keeps the Read Write Inc, maths mastery and counselling work that is working. It adds a small Year 6 teaching group for lower-attaining pupils, the Literacy Tree writing curriculum, and Lead Practitioner coaching focused on grammar, vocabulary and greater-depth teaching. Speech and language therapy continues for pupils with language needs. To tackle persistent absence, our education welfare officer is meeting the families of current and previous persistently absent pupils.

Externally provided programmes

Programme	Provider
My Mastery (maths)	Ark Curriculum+
Read Write Inc. Phonics	Ruth Miskin Training
WalkThrus (instructional coaching)	Teaching WalkThrus
Oracy	Voice 21
Counselling and family support	Connect Education

Service pupil premium funding

We did not receive service pupil premium funding last academic year.

Further information

Alongside pupil premium, teaching assistants run about 50 more hours a week of phonics, social skills, sensory and self-regulation interventions, funded from our core and SEND budgets. We also run free lunchtime clubs for all pupils, curriculum-linked educational visits in every year group, and Breakfast and After School Club. Pupils lead through an elected School Council, anti-

bullying ambassadors, wellbeing ambassadors and class librarians. The Year 6 residential is now fully funded for every pupil from the school's lettings income, so no family is asked to pay. We hold weekly pupil focus groups, so every pupil from Reception to Year 6 is interviewed each term, and we use what disadvantaged pupils tell us to shape this plan. We run phonics and maths workshops to help parents support learning at home, and we continue to encourage families to check their eligibility for free school meals, so that every eligible child is registered.