

Pupil premium strategy statement – Argyle 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 the outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|----------------------------------|
| Number of pupils in school | 259 |
| Proportion (%) of pupil premium eligible pupils | 59% (153 FSM) |
| Academic year/years that our current pupil premium strategy plan covers | 2025-26 |
| Date this statement was published | 1/9/25 |
| Date on which it will be reviewed | 20/7/26 |
| Statement authorised by | Jemima Wade - Headteacher |
| Pupil premium lead | Bernadette Mukasa |
| Governor lead | Mark Chesher -Chair of Governors |

Funding overview

| Detail | Amount |
|---|----------------|
| Pupil premium funding allocation this academic year | £ 231795 |
| Recovery premium funding allocation this academic year | £ 0 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £ 0 |
| Total budget for this academic year | £231795 |

Part A: Pupil premium strategy plan

Statement of intent

We aim to use our pupil premium grant to ensure all our children make good progress relative to their starting points in all subject areas. We also aim to reduce the attainment gap between disadvantaged pupils and their non-disadvantaged peers nationally. Furthermore, we consider the challenges faced by vulnerable children, for example those children with a named social worker. We place a strong focus on high quality teaching and use teacher led and teacher assistant led interventions in small groups to support the attainment and progress of our disadvantaged children. We also focus on family support to improve attendance and punctuality for our disadvantaged and vulnerable children.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Lower academic starting points in reading, writing and maths |
| 2 | Lower attendance and punctuality- which slow progress |
| 3 | Less developed oracy skills which impact upon relationships and academic attainment |

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 |
|---|--|
| Raise the attainment of disadvantaged children in reading, writing and maths. | Disadvantaged children make accelerated progress in reading, writing and maths |
| Attendance and punctuality to improve for disadvantaged children. | Disadvantaged children come to school more regularly and arrive on time. |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Increased engagement and participation of disadvantaged children in lessons. |

| | |
|--|---|
| | Assessments and observations show improved language skills. |
|--|---|

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: £ *[insert amount]*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------------|--------------------------------------|-------------------------------|
| Latin and Literacy (£21,600) | Latin and Literacy Impact Report | 1, 3 |

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

Budgeted cost: £ *[insert amount]*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Year 5 Action Tuition Project (£8686) | EEF Teaching & Learning Toolkit | 1 |
| Year 6 Action Tuition (£500) | EEF Teaching & Learning Toolkit | |
| Cost of 1 NNEBs and 1 TA and 50% of HLTA TA £41 300 NNEB - £ 47,200 50% of HLTA - £23,300 MDS reading team £22815 | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one or in small groups. | 1, 2,3 |
| Catch up Boosters Years 1-4 (£4,500) | | |

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

Budgeted cost: £ *[insert amount]*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--------------------------------------|-------------------------------|
| School contribution to cost of a FSW (1/2 a day per week) £3936 | EEF Teaching & Learning Toolkit | 1,2 |
| Subsidy of after school clubs (£10,000), Breakfast Club (£6000) and educational visits (£15000) and uniforms (£2800) Music Tuition Subsidy £2000 | EEF Teaching & Learning Toolkit | 1,2,3 |
| 1 day per week DHT (£25077) | EEF Teaching & Learning Toolkit | |

Total budgeted cost: £ 234714

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the **EYFS** in summer 2025, 16 of our cohort of 28 were disadvantaged. At the end of the academic year, 79% attained a good level of development. Disadvantaged pupils performed better than their non-disadvantaged peers; the gap was a positive gap of 6%. This gap compares with the Camden gap of -12 and the national gap for 2023-24 of -20.

In the **phonics screening check**, 25 of the 38 pupils were disadvantaged. The attainment gap was -4. Pupils performed well in comparison to disadvantaged pupils in Camden and nationally. This gap is a smaller than the Camden gap of -11% and the national gap for 2023-24 of -17%.

In **Key Stage 1**, 18 of the 33 pupils in Year 2 were disadvantaged. Of the 33 pupils, 1/3 were registered as having SEND. SEND needs were predominantly for Speech, Language and Communication or ASD.

Disadvantaged gaps were negative in all 3 subjects. In reading and maths these gaps were in line with gaps measured across Camden schools. Reading: Argyle gap – 16, Camden – 16.

Maths: Argyle -16, Camden – 15. In writing the gap was significantly higher, Argyle -30, Camden -16. Gaps in reading and maths were smaller than national gaps last measured in 2023 (reading -19, maths -19).

In **Key Stage 2**, 16 of the 27 pupils in the year 6 cohort were disadvantaged. There were negative gaps in reading (-19), writing (-25) and maths (-25), these gaps were larger than the previous year but close to national gaps for the previous year which were: reading -18, writing -20 and maths -20.

However, in terms of attainment, the % of disadvantaged pupils achieving the expected standard was higher than both Camden disadvantaged pupils and national disadvantaged pupils in reading (81% school, 77% Camden, 63% national), writing (75% school, 71% Camden, 58% national) and maths (75% school, 74% Camden, 61% national).

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 |
|---------------------------|---------------------------------|
| Latin & Literacy £21, 600 | The Latin Program – Via Facilis |