

Pupil premium strategy statement – Argyle Primary School 2026 -2027

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	246
Proportion (%) of pupil premium eligible pupils	68.7% (169 FSM)
Academic year/years that our current pupil premium strategy plan covers	2026-27
Date this statement was published	1/9/26
Date on which it will be reviewed	20/7/27
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	£ 261,950
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	£261,950

Part A: Pupil premium strategy plan

Statement of intent

We aim to use our pupil premium grant to ensure all our children make excellent progress relative to their starting points in all subject areas. We have designed a curriculum which ensures that all pupils benefit from educational visits, enrichment opportunities and specialist teaching. This curriculum inspires and motivates pupils to work hard and aim high. We also aim to reduce any the attainment gaps between disadvantaged pupils and their non-disadvantaged peers. Furthermore, we consider the challenges faced by vulnerable children, for example those children who are known to children's social care and put in place personalised strategies to enable them to thrive and achieve. We place a strong focus on high quality, inclusive 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
Continue to ensure that disadvantaged pupils in our school attain as highly as non-disadvantaged peers. Where there are compounded disadvantages, ensure	Disadvantaged children make accelerated progress in reading, writing and maths

that personalised approaches enable maximum progress.	
Attendance and punctuality to improve for disadvantaged children. At the end of the academic year 25-26 whole school attendance (R -6) was 94.4% compared to 94.3% for disadvantaged pupils.	Disadvantaged children come to school more regularly and arrive on time. Within the context of improved attendance for all -with us aspiring to 95% overall, the gap between our disadvantaged and non-disadvantaged pupils to be eliminated.
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.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£ 26,301**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Latin and Literacy (£21,600)	Latin and Literacy Impact Report	1, 3
Pixl (£ 3,000)	Accurate Assessment, CPD and targeted interventions	1
Little Wandle SSP (£560)	There is a strong evidence base for phonics approaches, particularly for children from disadvantaged backgrounds (EEF, Teaching & Learning Toolkit).	1
Subscriptions to online mathematics software to support maths fluency.	Recommendation 2 of EEF's 'Improving Mathematics in the Early Years and Key Stage 1' guidance report states that games can be an engaging way to practise and extend	1

Number Sense (£225) • Numbots & TTRS (£281) • LBQ (£285) • White Rose Primary Maths (£350)	skills. They can generate repeated practice in a motivating context.	
Ensuring high quality EYFS teaching of Communication and Language by all staff through focused training, ensuring high quality interactions for all children. Training cost covered by IEF grant	There is a strong evidence base for the impact of communication and language approaches in EYFS. Approaches usually involve an early years professional, who has been trained in the approach, working with a small group of children or individually to develop communication and language skills.' (EEF, Early Years Toolkit) (SHREC)	3

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

Budgeted cost: £ 192,743

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 5 Action Tuition Project (included below)	EEF Teaching & Learning Toolkit	1
Year 6 Action Tuition (£763)	EEF Teaching & Learning Toolkit	1
Proportion of costs of 1 TA to enable delivery of targeted intervention in nursery. NNEB in Reception £ 48,800 40% of HLTA - £19,360 MDS reading team £13,850	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

TA costs to cover the additional hours required to support High Needs pupils -whose funding does not cover full time 1:1 support or who require 1:1 but do not yet have funding. £82,2000.		
Catch up Boosters Years 1-4 (£19,300)	EEF Teaching & Learning Toolkit	1
Reading interventions that enable additional 1:1 reading practice and support: - Beanstalk reading volunteers (£2,000) - Bookmark reading volunteers (£900) - Chapter One reading interventions for targeted pupils in Key Stage 1. (£750)	The National Literacy Trust evaluated the Chapter One pilot, showing some evidence of a positive impact on reading outcomes.	1
Continued purchase of annual Reading Road Map books for Key Stage 1 & 2 - Selection of award-winning children's literature to promote reading for pleasure culture (£2,415) - Resources for each child, certificates and stickers to encourage engagement and reading for pleasure. (£2405)	The Reading Framework emphasises the importance of organising books so that they are accessible and attractive to readers, providing choice and regularly refreshing stock by introducing different books.	

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

Budgeted cost: £ 60,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Subsidy of after school clubs (£15,000), Breakfast Club after gov offset (£4,600) and educational visits (£8,000) and uniforms (£2,000) Music Tuition Subsidy (£4,500)	EEF Teaching & Learning Toolkit	1,2,3
1 day per week DHT (£26,080)	EEF Teaching & Learning Toolkit	1

Total budgeted cost: £ 279,224

Subsidy from school's budget £17,274

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the **EYFS** in summer 2026, 20 of our cohort of 28 were disadvantaged. At the end of the academic year, 82% attained a good level of development. Disadvantaged pupils performed better than their non-disadvantaged peers; 85% of the disadvantaged pupils achieved GLD compared with 75% of non- disadvantaged pupils resulting in a positive gap of +10%.

In the **phonics screening check**, 20 of the 29 pupils were disadvantaged. 100% of the disadvantaged pupils passed the PSC in comparison to 88% of non- disadvantaged pupils.

In **Key Stage 1**, 32 of the 38 pupils in Year 2 were disadvantaged. At the expected standard, there was no disadvantaged gap in reading as 84% of both disadvantaged and non-disadvantaged pupils achieved the expected standard or above. In writing there was a negative gap of -11, while in maths there was a positive gap of +11. Gaps were in line with or smaller than gaps for Camden schools. At the expected standard, Camden gaps were: reading -14, writing -11 and maths -10.

In **Key Stage 2**, 19 of the 29 pupils in the year 6 cohort were disadvantaged. At the expected standard, there were negative gaps in reading (-16), writing (-6) and maths (-21). The reading and maths gaps were larger than Camden gaps in these subjects which were: reading -11 and maths -14. These gaps however were all smaller than the previous year.

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