



Pupil Premium Strategy Statement

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Richard Atkins Primary School
Number of pupils in school	175 including Nursery
Proportion (%) of pupil premium eligible pupils	33.1% (58 pupils)
Academic year/years that our current pupil premium strategy plan covers	3 Years
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Claudia Fleary-Tayabali
Pupil Premium lead	Claudia Fleary-Tayabali
Governor	Austin Wright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£139,500

Part A: Pupil Premium Strategy Plan

Statement of intent

The Pupil Premium is additional funding provided to support disadvantaged pupils, including those eligible for Free School Meals within the last six years and children who are or have been looked after. Its purpose is to remove barriers to learning, improve outcomes and ensure all pupils can achieve their full potential.

At Richard Atkins Primary School, we are committed to ensuring that disadvantage does not limit achievement, aspiration or opportunity. Our three-year Pupil Premium Strategy focuses on securing strong outcomes across the curriculum, with a particular emphasis on improving writing, sustaining high standards in reading and mathematics, and embedding a consistent early reading programme in Key Stage 1.

Improving attendance remains a key priority. We work closely with families and external agencies to reduce persistent absence and ensure pupils attend school regularly, ready to learn and succeed.

As a diverse school with a high proportion of pupils who speak English as an Additional Language, including Spanish, Portuguese and Somali speakers, we place a strong emphasis on developing oracy, vocabulary and language skills so that all pupils can access the curriculum confidently and successfully.

We are also committed to enriching pupils' experiences through cultural opportunities, educational visits, clubs and wider curriculum experiences that build confidence, aspiration and cultural capital.

Strong partnerships with families are central to our approach. Through effective communication and inclusive engagement opportunities, we aim to strengthen relationships with parents and carers and support pupils' learning both in and beyond the classroom.

Through this strategy, we aim to remove barriers, raise aspirations and ensure that every disadvantaged pupil feels valued, achieves well and develops the knowledge, skills and confidence needed for future success.

Challenges

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

Challenge number	Detail of challenge
1	Attendance, Punctuality and Mobility A significant number of disadvantaged pupils experience barriers to regular attendance and punctuality. Ongoing housing regeneration within the local area has resulted in increased pupil mobility and longer journeys to school for some families. These factors contribute to higher rates of persistent absence and reduced learning time, impacting pupils' academic progress and wellbeing.
2	Early Language Development and Readiness to Learn Many disadvantaged pupils enter school with lower starting points than their peers, particularly in communication and language. Delays in vocabulary acquisition, speaking and listening skills can affect pupils' confidence, oral language development, early reading fluency and their ability to access the wider curriculum effectively.
3	Curriculum Engagement and Knowledge Retention Some disadvantaged pupils demonstrate gaps in prior knowledge and have difficulty making connections between new and previous learning. Ensuring that the curriculum is consistently engaging, ambitious and reflective of the diverse backgrounds, cultures and experiences within our school community remains a priority to strengthen engagement, belonging and long-term knowledge retention.
4	Limited Access to Enrichment and Aspirational Experiences Many of our disadvantaged pupils have fewer opportunities to access cultural, creative and educational experiences outside of school. Limited exposure to enrichment activities, careers, higher education and the wider world can affect aspirations, confidence and understanding of future possibilities.
5	Writing Outcomes While writing outcomes have improved across the school, writing remains a key area for further development, particularly for disadvantaged pupils. Some pupils continue to experience challenges with vocabulary development, language acquisition, sentence construction, transcriptional skills and writing stamina. Limited exposure to high-quality texts and rich language experiences can also affect pupils' ability to write confidently and effectively across the curriculum. By continuing to strengthen writing provision alongside promoting a strong reading culture and increased access to quality literature, pupils will develop the vocabulary, knowledge and language structures needed to become accurate, fluent and independent writers. This will support writing attainment to become more closely aligned with the strong outcomes achieved in reading and mathematics.

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
Pupil Premium children's attendance and punctuality is improved and in line with national expectations.	- Attendance for disadvantaged pupils is improving and the gap between disadvantaged and non-disadvantaged pupils is diminishing. - Rates of persistent absence among disadvantaged pupils are reducing year-on-year. - Pupils attend school regularly and arrive punctually, ensuring minimal loss of learning time. - Strong relationships with families and external agencies support improved attendance and engagement for vulnerable pupils. - Pupils with historically low attendance demonstrate improved participation, engagement and academic outcomes. 2025-26 All pupil's attendance: 92.8% PP attendance: 90.5% 2025-26 Persistent Absentees for all pupils: 23.5% PP Persistent Absentees: 36.2% - Disadvantaged pupils' attendance will match or exceed the national average for non-disadvantaged pupils (96%+), with reduced persistent absence and improved punctuality. Natalie Barrett (Deputy Headteacher) and Pam Brown (Attendance Officer) will closely monitor attendance and work in partnership with the Education Welfare Officer (EWO) to provide targeted support, improve attendance, and reduce persistent absence among Pupil Premium pupils.

Writing outcomes improve rapidly and sustainably across all year groups	• Writing attainment improves across all year groups, particularly for disadvantaged pupils. • The writing attainment gap between disadvantaged pupils and their peers narrows. • Pupils demonstrate stronger vocabulary, sentence construction and writing stamina. • Pupils write confidently and independently across the curriculum. • Increased exposure to high-quality texts supports improved writing outcomes. • Writing outcomes become more closely aligned with reading and mathematics attainment.
Disadvantaged pupils (underserved) develop a rich vocabulary through explicit teaching and collaborative learning, enabling them to articulate ideas confidently, make connections in their learning and apply language skills successfully across the curriculum.	• Disadvantaged pupils demonstrate an increased breadth and depth of vocabulary across all subjects. • Pupils accurately use newly taught and subject-specific vocabulary in speaking and written work. • Pre-teaching and precision teaching effectively address gaps in vocabulary, language and prior knowledge. • Pupils participate confidently in collaborative discussions, explaining, reasoning and expressing their ideas clearly. • Pupils make meaningful links between prior and new learning, using vocabulary learned in one subject to support learning in others. • Teachers consistently embed explicit vocabulary instruction and structured talk opportunities across the curriculum. • Pupil voice, lesson observations and work scrutiny show increased confidence, engagement and use of ambitious vocabulary. • Assessment outcomes indicate improved attainment and a narrowing of the gap between disadvantaged pupils and their peers across the curriculum.

Improved attainment in Reading and Maths among disadvantaged pupils at the end of KS2 in 2026/27	• Disadvantaged pupils demonstrate improved vocabulary knowledge and use subject-specific language accurately across the curriculum. • Pupils participate confidently in discussions, partner talk, presentations and classroom learning. • Pre-teaching and precision teaching are used effectively to address gaps in language, vocabulary and prior knowledge. • Teachers consistently embed planned oracy and vocabulary development opportunities across all subjects. • Pupils show improved comprehension, communication and engagement in lessons. • Assessment data, pupil voice and work scrutiny demonstrate improved attainment and a narrowing of the gap between disadvantaged pupils and their peers.
Disadvantaged pupils (underserved) experience a curriculum that reflects their backgrounds and celebrates diversity, enriched by a wide range of opportunities that develop cultural capital, broaden aspirations and deepen learning across the curriculum.	• Pupils engage positively with a curriculum that reflects their identities, cultures and lived experiences. • All pupils access a wide range of enrichment opportunities, including educational visits, visitors, performances, clubs and cultural experiences. • Pupils can make meaningful connections between their learning and the wider world. • Pupil voice demonstrates increased confidence, aspiration and a strong sense of belonging within the school community. • Participation in enrichment activities is high for disadvantaged pupils and barriers to access are reduced. • Pupils demonstrate increased knowledge of diverse cultures, communities, careers and future opportunities. • Curriculum monitoring shows that diversity, representation and inclusion are embedded across subjects. • Engaging hooks for learning are used consistently to motivate pupils, deepen engagement and support memorable learning experiences across the • • Disadvantaged pupils show improved

	engagement, attendance and attainment across the curriculum. Pupils leave Richard Atkins with the knowledge, experiences and cultural capital needed to succeed in the next stage of their education and beyond.
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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: £ 60,134

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention Teacher to provide targeted support for identified pupils, using forensic tracking of progress to identify gaps, measure impact and accelerate pupil outcomes. Agency Teacher = £26,600 (£350 per day x 2 days per week x 38 = £26,600)	The EEF states that targeted academic support, including small-group and one-to-one interventions, can have a significant positive impact on pupil progress when support is carefully targeted and linked closely to classroom learning. [educatione...ion.org.uk], [d2tic4wvo1...dfront.net] Evidence suggests that interventions are most effective when they are informed by ongoing assessment, used to identify gaps in learning and reviewed regularly to ensure that provision meets pupils' needs. [educatione...ion.org.uk], [d2tic4wvo1...dfront.net] Research indicates that Precision Teaching can accelerate progress by using regular assessment, targeted practice and frequent monitoring to identify and address learning gaps. This approach helps pupils develop fluency, retain key knowledge and skills, and make sustained progress from their starting points. - Assessment data demonstrates accelerated progress for targeted disadvantaged pupils. - Termly pupil progress meetings show that identified gaps are closing and barriers to learning are reducing. - Intervention records and provision maps demonstrate that support is targeted and reviewed regularly. - Forensic tracking identifies next steps and informs timely adaptations to intervention programmes.	2,3,

	• Book scrutiny and learning walks show improved application of skills within classroom learning. • Pupil voice demonstrates increased confidence, engagement and independence in learning. • Teacher assessments indicate improved attainment and progress in targeted areas. • The attainment gap between disadvantaged pupils and their peers narrows over time. • End-of-year outcomes show improved attainment and progress for pupils receiving intervention support.	
SALT sessions Wellcomm tool - £1000 To increase progress of pupil premium children who have identified speech and language needs Specialist teacher will support TAs carrying out SALT provisions. This will enhance the practice and ensure pupils make rapid progress in this area. £17,250 (1 therapists x 1 day pw x 41 weeks)	EEF report states that communication and language approached increase progress by 6 months. As a school, we have a strong focus on improving speech and language. We know that this is the foundation to the core subjects.	2,3
Middle leaders will receive targeted training to develop their leadership of teaching and learning, enabling them to support all staff within their phase to improve quality first teaching and strengthen consistency across the school. Phase Leader – NPQ Teaching and Learning Programme £899 Phase leader - Diverse Leaders programme - Funded	EEF research identifies high-quality teaching as the strongest lever for improving outcomes for disadvantaged pupils. Investing in middle leader development strengthens instructional leadership, supports coaching and staff development, and promotes consistent implementation of effective teaching practices across the school.	2, 3,

Develop the effectiveness of our phonics programme through Read Write Inc. training, the replenishment of Read Write Inc. books, the development of an accredited Read Write Inc. Reading Leader, and the provision of high-quality resources to secure consistently strong phonics teaching and improved outcomes for all pupils, particularly those who are disadvantaged. £3,980	Research shows that the systematic teaching of phonics is effective in supporting younger readers to master the basics of reading, with an average impact of an additional 4 months' progress (EEF T&L toolkit 2018) High quality phonics intervention in all year groups to ensure precision and accelerated progress.	3, 4
CPD Training for identified support staff to deliver specific intervention programmes. Effective interventions training £350	Research shows that interventions which are based on a clearly specified approach which staff have been trained to deliver has a positive benefit pupil's progress and attainment: Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Effective interventions training will upskill support staff to deliver targeted teaching closing the gaps of disadvantaged children	3,4
Lambeth Partnership programmes £5,635	Education for change (E4C), this training will enable our staff to address biases that affects key specifics groups e.g. disadvantaged pupils	1,2,3,4,5
Access to free breakfast club for key pp pupils £500	An increase of attendance for targeted pupil premium pupils Free breakfast provision supports disadvantaged pupils' attendance, punctuality, wellbeing and readiness to learn, with evidence showing positive impacts on behaviour, engagement and academic outcomes. [educatione...ion.org.uk], [educatione...ion.org.uk], [gov.uk]	1,2
Intervention teacher one day per week to work with pupil premium pupils in EYFS £3,920 (£280p/d x 1 day per week x 14 weeks)		2,3,5

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

Budgeted cost: £ 6,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Experienced ELSA to deliver targeted interventions for disadvantaged pupils, strengthening emotional wellbeing, resilience and engagement to support learning and achievement. Refresher training = £190	As above	3,4
Year 6 Booster After School and before school Tuition for disadvantaged children overcoming gaps in learning/ on providing stretch for more able learners £2,860 (£32.50p/h x 4 sessions per week x 22 weeks = £2,860)	As above	3,4,5
Year 6 Easter School (4 days) Extra tuition holiday booster groups overcoming gaps in learning or on providing stretch for more able learners £1,560 (4 teachers + oncost) Easter Booster school 4 teachers x 4 days x 3 hours each per day = 48hrs x £32.5 p/h = £1,560)	As above	3,4,5
FlashAcademy helps schools make EAL progress visible, measurable and manageable, giving classroom teachers, SLT and inspectors a clear picture of English language development over time. By combining engaging learner content with powerful tracking and assessment tools, it removes the guesswork and provides meaningful data to support decision-making. £1,990	Curriculum vocabulary integration Vocabulary modules align with curriculum topics, helping learners access subject content more quickly. Teachers can see which words have been learned and which needs revisiting. English learning becomes a process of whole school immersion and isn't limited strictly to intervention sessions.	2,3

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

Budgeted cost: £70,241.56

Activity	Evidence that supports this approach	Challenge number(s) addressed
Education Welfare officer in school 1 day per fortnight to monitor attendance and punctuality with a sharp focus on persistent absenteeism, in order to work with families and school staff to ensure attendance remains above 96% and PA figures reduce yearly.	DfE's Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
DH and Attendance Admin Officer monitors attendance and punctuality data and makes regular contact with families where attendance patterns have become a concern, following school policy and works closely with parents and carers to support attendance	Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement (+ 4 Months.) Parental engagement EEF (educationendowmentfoundation.org.uk)	1
Experiences - ensure our most disadvantaged children have access to wider experiences including within the arts and sports to engage pupils in their learning activities and to promote curiosity in learning and the courage to succeed.	Enrichment experiences provide children with positive benefits on academic learning and the impact on more vulnerable pupils is even higher (EEF, T&L toolkit, 2018) Previous evidence for this strategy shows that pupils develop teambuilding, resilience and problem-solving skills through a range of extracurricular activities, and this has a positive impact on resilience and motivation towards learning. Programmes in line with Raising the game initiative used to address barriers and empower progress.	5
Creative Therapy – Giulietta Targeted emotional literacy and wellbeing support for identified disadvantaged pupils to develop self-esteem, resilience and positive behaviours, reducing barriers to learning and improving engagement and outcomes. £4,500 + external funding	Concise version for a Pupil Premium report: EEF evidence shows that social and emotional learning approaches can improve self-regulation, behaviour and wellbeing, leading to better engagement with learning and an average of +4 months' additional progress. [educatione...ion.org.uk] , [educatione...ion.org.uk]	2
SLT targeted pupil premium group after school sessions (Reading, writing maths) on specific skills	EEF research indicates that targeted small-group tuition can provide up to 4 months' additional progress , particularly when support is matched to pupils' identified needs and delivered by trained staff. [educatione...ion.org.uk] , [educatione...ion.org.uk]	2, 3, 5

£6,045.44 (£188.92 p/h x 1 hour per week x 32 weeks)		
Family Group led by School Based Partner – Psychotherapist Transgenerational Change based on Attachment Theory - This is about bringing together, up to 8 targeted families (parent and child) on a weekly basis. The sessions are designed (over time) to subtly and sensitively encourage collaboration as a group to help each other draw out barriers. Externally funded + £2000 school contribution and £6,080 (TLA cover)	Research shows that interventions which target social and emotional learning improve pupils' interaction with others and self-management of emotions. This has a positive impact on attitudes to learning and therefore aids increased attainment. (EEF, Teaching and Learning toolkit, 2018)	2
NOPAC To support children and their families who are identified as having social and emotional needs External funding + £3596	Research shows that interventions which target social and emotional learning improve pupils' interaction with others and self-management of emotions. This has a positive impact on attitudes to learning and therefore aids increased attainment. (EEF, Teaching and Learning toolkit, 2018)	2
ELSA x1 Learning Mentors to support children with barriers to learning that are linked to social, emotional, behavioural and motivational needs £44,355.12	Research shows that interventions which target social and emotional learning improve pupils' interaction with others and self-management of emotions. This has a positive impact on attitudes to learning and therefore aids increased attainment. (EEF, Teaching and Learning toolkit, 2018)	2
Destination Reader training programme £2,665.00	Destination Reader training covers: • building a whole school reading ethos • progression and assessment of reading strategies • interactive lessons with clear modelling and discussion to develop comprehension • learning behaviours to ensure supportive and purposeful partner talk • teaching and modelling of written comprehension strategies to build active readers who can interpret questions You receive: • two days of core leadership training (three delegates per school) • a handbook of resources	2,3,5

	- access to the Destination Reader online resources (for the school year of purchase) - implementation support https://www.hackneyservicesforschools.co.uk/product/destination-reader-school	
Resources £1000 To fund access to breakfast club and after school club for disadvantaged children	EEF evidence indicates that breakfast and structured before/after-school provision can support disadvantaged pupils by reducing barriers to participation, improving readiness to learn, behaviour and engagement, and providing additional opportunities for learning.	1,
Workshop – Professionals from working class and ethnic minority backgrounds to deliver inspirational career journeys	EEF evidence supports providing disadvantaged pupils with meaningful experiences that broaden their knowledge of future education and career pathways, particularly when aspiration work is linked to developing the skills needed for future success.	1,4
Dance class provision 2,524.44	Dance and structured physical enrichment will be used to broaden disadvantaged pupils' access to high-quality cultural and physical experiences. Targeted opportunities will support pupils' confidence, self-expression, physical development, emotional regulation and positive relationships with peers and adults. For identified pupils, participation will also be used to strengthen engagement with school and provide opportunities for success beyond the academic curriculum. Provision will include structured dance sessions and opportunities to perform, collaborate and develop skills progressively. Where appropriate, disadvantaged pupils will be prioritised for participation and barriers to access will be removed.	1,3,4

Total budgeted cost: £139,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Internal and external assessment information demonstrates the positive impact of the pupil premium strategy. In most year groups, disadvantaged pupils perform broadly in line with their peers, with gaps in attainment and progress continuing to close. The cohort in Y3 will be a focus this year (2026-2027)

Outcomes for our Reception children show that 73% (increase of 9.3% from previous year) of our children achieved a Good Level of Development. This was 2.7% higher than current National Data.

Our Year 1 phonics check outcomes showed positive outcomes for our cohort with a 71% pass rate. For our Pupil Premium Pupils – Year 1– 5 out of 9 PP passed = 55.6% passed
Year 2 100% of PP passed. 1 out of 5 non-PP passed = 20%

The impact of our strategy for end of Key Stage 1 outcomes are also favorable which demonstrates our strategy is producing positive outcomes.

In Reading, PP pupils achieving ARE was (55.5+)%, non PP was (63.7+) %

In Writing, PP pupils achieving ARE was (55.5+)%, non PP was (63.7+) %

In Maths, PP pupils achieving ARE was (55.5+)%, non PP was (63.7+) %

At the end of Key Stage 2, the outcomes are much improved compared to the last academic year.

In Reading, PP pupils achieving ARE was 75% (9.6% higher than 2024/25), non-PP 84.6 (16.2% higher than 2024/25)

In SPAG, PP pupils achieving ARE was 71% (9.3% higher than 2024/25), non-PP 84.6% (10.9% higher than 2024/25)

In Maths, PP pupils achieving ARE was 75% (9.6% higher than 2024/25), non-PP 77% (8.5% higher than 2024/25)

In Writing, PP pupils achieving ARE was 66.7% (9% higher than 2024/25), non-PP 77% (8.5% higher than 2024/25).

We continued to review and refine our PSHE curriculum and focused on targeted teaching to meet the needs of the children. We will continue to provide additional and targeted support for those who are most vulnerable.

Attendance and persistent absence remain key priorities for 2026-27. We will be relentless in our drive to improve attendance through targeted strategies, rigorous monitoring and strong partnerships with families. Through open communication and transparency, we will work collaboratively with parents and external agencies to promote excellent attendance and punctuality for all pupils

We are in no doubt (as is the case nationally) that our disadvantaged pupils' attendance was lower last year and the gap between them and their non-disadvantaged peers was wider than in previous years and we are focused on both closing the gap and increasing attendance overall.