

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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Vicar's Green Primary School
Number of pupils in school	430
Proportion (%) of pupil premium eligible pupils	21.8%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Iman Basu Roy
Pupil premium lead	Dean Tinney
Governor / Trustee lead	Asad Choudhury

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,358
Recovery premium funding allocation this academic year	£0
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	£120,358

Part A: Pupil premium strategy plan

Statement of intent

Vicar's Green Primary School is a fully inclusive school, which serves a rich and diverse community across Ealing and Brent.

We aim to remove common barriers that children from less privileged backgrounds face, such as poor language skills, lack of parental support at home, communication issues, and lack of confidence.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress or better and achieve well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to ensure they acquire a good or better level basic skills and can maximise on their potential.

This is in accordance with the values and vision of our school, which is to develop lifelong learners with the independence and resilience needed to succeed in the outside world.

Quality first teaching is at the heart of our approach and ensures that all learners (including focus groups - PPG) engage actively and deeply with their learning, embed skills and transfer knowledge across the curriculum and enrichment opportunities. The intention is that this will have the greatest impact on closing the gap between disadvantaged pupils and their non-disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged children are challenged in the work they are set and the expectations of them remain consistently high
- Act early to intervene at the point need is identified
- Adopt a whole school approach where all staff are accountable and take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Engage with parents of disadvantaged children to ensure they understand they can make a positive contribution to their children's achievement in school by engaging with school processes and recognising that parental involvement makes a difference.

Challenges

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

Challenge number	Detail of challenge
1	Many Pupil Premium pupils face significant speech, language, and social-emotional barriers that impact their confidence, communication, and ability to engage in learning. Without targeted SALT input, bespoke interventions, and consistent pastoral support, these challenges can hinder progress and readiness to learn.
2	Some Pupil Premium pupils experience difficulties with emotional regulation and behaviour, which can affect relationships, inclusion, and engagement in learning. There is a need to embed the Therapeutic Thinking approach consistently across the school to ensure staff use shared language and strategies that promote wellbeing, inclusion, and positive behaviour to support effectively.
3	A number of Pupil Premium pupils, including those with EAL, face gaps in key knowledge and limited subject-specific vocabulary, which affect their access to the curriculum and confidence in learning. Targeted adaptive teaching, and Year 6 booster sessions are needed to strengthen language for learning, close attainment gaps, and prepare pupils for their next stage.
4	Some Pupil Premium pupils require additional support to secure key knowledge and skills, which can affect their confidence and progress. Adaptive teaching across all key stages, and targeted Year 6 booster sessions are needed to close learning gaps and ensure they are well prepared for the next stage of learning.
5	Disadvantaged pupils often have limited access to enrichment opportunities such as clubs, sports, music, arts, and trips, which can restrict their confidence, creativity, and personal development. Providing financial support and funded access is essential to ensure equal participation and broaden their experiences beyond the classroom.

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 with speech, language or social-emotional needs make measurable progress in communication, confidence, and engagement, and are better able to access the curriculum and participate fully in school life.	<p>Improved communication and language skills, evidenced by SALT assessments and teacher observations.</p> <p>Increased resilience and positive behaviour in class and social situations.</p> <p>Higher levels of engagement and readiness to learn.</p>
Pupils develop stronger emotional regulation and wellbeing, leading to a more inclusive school environment where all learners can engage confidently in their learning.	<p>Staff to consistently use Therapeutic Thinking strategies, reducing behavioural incidents and improving self-regulation.</p> <p>Pupils engage confidently in lessons and benefit from stronger relationships with all staff.</p>
Pupils, including EAL learners, make improved progress in core subjects, develop subject-specific vocabulary, and strengthen language for learning, increasing confidence and readiness for the next stage.	<p>Pupils make measurable progress in core subjects and demonstrate improved use of subject-specific vocabulary.</p> <p>Confidence and engagement increase, and learning gaps are reduced through targeted support.</p>
Disadvantaged pupils participate fully in enrichment opportunities, developing confidence, creativity, and personal growth.	<p>Pupils regularly attend clubs, coaching, music, arts, and trips.</p> <p>Pupils demonstrate increased confidence, creativity, and engagement in school life.</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: £15,689

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD on speech, language & Social, Emotional Language	Staff receive training and support to implement effective classroom strategies that enhance speaking, listening, and social-emotional skills for PP pupils. This development enables teachers to adapt teaching and create inclusive learning environments where all pupils can thrive.	1
Therapeutic Thinking training & implementation	Staff are trained and coached to apply the Therapeutic Thinking approach consistently across the school. This strengthens understanding of emotional regulation, restorative practices, and inclusion, ensuring a consistent approach that supports PP pupils' wellbeing and engagement in learning. Staff are trained to implement movement breaks to support PP pupils' attention, regulation, and engagement.	2
Mentoring and emotional check-ins	Staff guide PP pupils through goal-setting, managing worries, and developing coping skills, ensuring consistent, high-quality pastoral support across the school. Additional staff are trained to provide structured lunchtime supervision and support for PP pupils.	2
Adaptive teaching	Staff are trained and supported to adapt lessons and plan targeted small-group activities. This ensures PP pupils, including our SEND and EAL PP learners, receive adapted support and teaching strategies that address their individual learning needs, helping to close gaps and build confidence.	3 4
Targeted vocabulary & language interventions	Staff receive training and guidance on strategies to develop subject-specific vocabulary and language for learning. This equips teachers and teaching assistants to support PP pupils, including EAL and	3

	SEND learners, more effectively and ensures consistency across lessons.	
Access to enrichment activities	Regular monitoring by SLT to ensure access and adjustments for identified PPG As a school, we identify pupils who may need encouragement or support to participate in clubs, sports, music, arts, and trips, ensuring inclusive and equitable opportunities.	5
Subsidised enrichment opportunities	Financial support allows PP pupils to attend trips, residentials, and specialist activities, promoting confidence, creativity, social skills, and cultural capital.	5

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

Budgeted cost: £94,927

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Speech and Language Support	Some PP pupils are assessed on a needs basis and receive regular small-group or one-to-one sessions to build confidence, improve speech and language, and strengthen social communication. Increased specialist SALT time allows more pupils to receive tailored support.	1
Emotional Regulation & Therapeutic Support	Identified PP pupils receive small-group or one-to-one support using Therapeutic Thinking strategies to help them regulate emotions, build positive relationships, and engage more confidently in learning. Targeted sessions address specific behavioural or emotional needs, improving readiness to learn. Some PP pupils receive targeted movement breaks to regulate attention, reduce stress, and improve learning engagement.	2
Personal Mentoring & Wellbeing Support	Targeted PP pupils receive regular one-to-one or small group mentoring	2

	to discuss worries, set goals, and develop coping strategies. These sessions support wellbeing, build confidence, and improve engagement in learning. PP pupils receive safe, supported lunchtimes to build social skills and confidence.	
Adapted Learning & Small-Group Boosters	PP pupils, including our SEND and EAL PP learners, participate in focused small-group booster sessions designed to consolidate key knowledge, strengthen subject-specific vocabulary, and address gaps in learning. These sessions support pupils to make accelerated progress and prepare for the next stage.	3 4
Vocabulary & Language Development Sessions	PP pupils, including EAL learners, attend focused sessions to develop subject-specific vocabulary and strengthen language for learning. These interventions improve confidence, comprehension, and engagement across the curriculum – particularly our PP children who are new to English.	3
Targeted intervention groups	PP pupils participate in targeted intervention groups focused on core skills and statutory assessments, such as PP children in Year 1, 4 and 6.	4
Enrichment Access & Engagement	PP pupils are supported and encouraged to participate in clubs, sports, music, arts, and trips. This promotes confidence, creativity, social skills, and personal development, ensuring equality of opportunity.	5
Supported Enrichment Experience	As a school, we provide some PP pupils with financial or practical support to participate in trips, residential, and specialist activities, where they enhance the learning of the child. This ensures all pupils can benefit from enrichment opportunities that develop	5

	confidence, creativity and social skills.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 9,742

Activity	Evidence that supports this approach	Challenge number(s) addressed
To embed the Therapeutic Thinking approach across the school	Embedding consistent language, strategies and interventions supports pupils' emotional regulation, reduces behavioural incidents and strengthens relationships. This promotes inclusion and enables all pupils to engage confidently in learning.	4
To provide access to enrichment activities, including clubs, sports coaching, arts and financial support for trips	Participation in enrichment activities helps disadvantaged pupils develop confidence, creativity and aspiration. Access to a wide range of opportunities ensures equity and supports the development of the whole child.	5
Attendance team to monitor and maintain all processes around issues relating to attendance	<p>To make certain all issues relating to attendance are dealt with promptly and effectively to ensure no children are missing education</p> <p>To track and monitor levels of attendance on a regular basis to identify any attendance issues</p> <p>Home visits to be made for any vulnerable children with two school staff for safeguarding purposes.</p> <p>To follow the Child Missing Education procedures fully, we will use the Assistant Headteacher and a member of the attendance team to make home visits for our PPG children and all of our students.</p>	2
To provide targeted pastoral and	Pastoral support builds resilience, improves attendance and strengthens	2

wellbeing support for vulnerable pupils	engagement, ensuring pupils are emotionally ready to learn. Bespoke interventions, such as mentoring and group work, support positive relationships and self-esteem.	
To work with external agencies, including the Mental Health Support Team (MHST)	Targeted training and support from MHST provides early intervention for pupils with emotional or mental health needs, enhancing wellbeing and supporting engagement in learning.	2 4
To enhance communication and interaction skills through SALT interventions	Regular SALT sessions and bespoke interventions improve vocabulary, speech and communication, building pupils' confidence and readiness to learn.	1
To provide home learning and mindfulness resources	High-quality English, Maths and mindfulness resources help pupils consolidate learning at home and build emotional regulation strategies.	1 2

Total budgeted cost: £120,358

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 2024 to 2025 academic year.

<p><u>Impact of Support Teachers</u></p> <p>We implemented targeted interventions to support EAL pupils and Pupil Premium students in achieving key curriculum milestones. In Year 4, small-group interventions with a teacher focused on helping PPG pupils pass the multiplication check, addressing individual gaps in knowledge and building fluency. In Year 6, an experienced teacher delivered daily intervention sessions with set groups to support Pupil Premium and lowest-performing pupils, providing tailored support for teacher-assessed writing and helping them achieve expected outcomes in their SATs.</p>
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Phonics and early reading interventions

To support children's reading at age-appropriate levels, a range of phonics and early reading interventions were implemented across the school. For Pupil Premium students, particular focus in Year 1 helped develop phonics knowledge, resulting in excellent outcomes in the 2025. The phonics screening check data shows pupils exceeded national levels, with a 100% pass rate for PPG children.

All Year 2 PPG pupils successfully passed the phonics screening check in Year 1, with none needing to retake it at the end of Year 2. Additionally, Key Stage 2 students participating in the Read Write Inc. program benefitting from daily lessons and weekly targeted support, helping them strengthen reading skills and progress towards age-related expectations over the course of throughout the year.

Impact of SALT

Staff are confident in supporting pupils' emotional regulation, social communication, and vocabulary development through strategies learned in SALT training (including Lego therapy and Colourful Semantics). Pupils receiving targeted SALT interventions make good progress in speech, language, and communication skills. Pupils demonstrate increased confidence in conversation, use of age-appropriate vocabulary, and improved emotional regulation. Specialist speech therapist visits ensure regular, tailored support for pupils with identified communication needs. These sessions have been added to individual provision maps, for more focused intervention.

Year 6 booster sessions

To close the attainment gap between Pupil Premium pupils and their peers, we ran after-school booster sessions in English and Maths to address knowledge gaps. These sessions were delivered by experienced class teachers with strong subject knowledge to support the pupils in preparing for their end-of-year SATs.

Early Reading and Phonics

Staff are consistent in delivering Early Reading and phonics, including using the full range of resources and support materials linked to RWI. Pupils make good progress in reading and phonics, particularly those in Pupil Premium and targeted groups. Early identification of gaps allows for structured interventions, ensuring all children achieve age-appropriate reading skills. Parents are engaged in supporting their children's reading at home, reinforcing learning and progress, through workshops led by the Phonics and Early reading lead.

Therapeutic Thinking

The implementation of the Therapeutic Thinking approach has had a positive impact on pupils' emotional wellbeing and readiness to learn. Through targeted training led by Toni Metcalf and follow-up sessions across the year, staff developed a stronger understanding of attachment, trauma, and emotional regulation. This has enabled teachers to respond more effectively to pupils' needs, using consistent language and strategies to support positive behaviour and inclusion. Pupils have shown greater self-awareness and resilience, demonstrating improved relationships with peers and staff.

Additional resources

We allocated additional resources to all pupils eligible for Pupil Premium funding, tailored to meet their individual needs. These are identified through collaboration with parents and carers, ensuring funding is used effectively to provide targeted support that best meets each child's requirements.

Attendance

- Attendance for all pupils was for the year was high at 95.42%. Attendance for the pupil premium group was at 95.3%, which is in line with the whole school and above the national average for this group (Data from 2023-2024 - 92.9%).

EYFS

- There were 14 pupils in receipt of the Pupil premium. 71% of these achieved a Good level of Development. This is well above the figure for all pupils which was 65% and for non-Pupil premium pupils which was 54%.
- The total average points for PPG were 29.5, in-line with the non PPG group (29.3) and that for all pupils (29.4)

Phonics Screening Check

- In Year 1, there were 17 PPG students. 100% of the children reached the pass mark.
- There were no Pupil Premium children in year two that had to complete the assessment during the Year 2 re-check.

KS1 Teacher Assessment - 2W and 2S

- There were 10 pupils in receipt of the PPG.
- 7 (70%) children met the age related expectations in reading, 6 (60%) for writing and 6 (60%) for maths.
- This is below the figures for all pupils (R - 84%, W - 84% and M-80%).

KS2 SATs

- There were 20 pupils in receipt of the PPG in 2024-2025.

- 19 pupils sat the reading and EGPS tests. 20 pupils took the maths tests. 79% met the expected standard in maths, 80% in reading and 79% in EGPS.
- 20 pupils were teacher assessed for writing with 15 (75%) meeting the expected standard.
- 12 of the 20 pupils met the standard in reading, writing and maths combined.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Behaviour Strategies and Supporting Anxiety: Supporting Pupils Both at School and at Home	Ealing Mental Health Assessment Team
<i>Take One Picture</i> – Staff training focused on exploring a key image, demonstrating progression of skills across year groups, and planning a whole-school art project	The National Gallery
Specialist Art Teaching – Focused provision for specific year groups to enhance art education, strengthen community links, and develop cultural capital for PPG pupils	Arts Charter
Sports Competitions – Participation in a variety of sports and skill-based competitions to promote teamwork, physical development, and school representation	Ealing Sports

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.