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	432
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2026-2027
Date this statement was published	October 2026
Date on which it will be reviewed	July 2027
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	£144,150
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	£144,150

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 have limited access to enrichment opportunities and experiences beyond their immediate community, which can impact their sense of belonging, confidence, aspirations, and understanding of the wider world. A carefully planned programme of trips, visitors, and enrichment activities, alongside the tracking of experiences and biannual opportunities across KS1 and KS2, is needed to ensure pupils benefit from a broad range of cultural and personal development experiences throughout their time at the school.
2	A number of Pupil Premium pupils have gaps in speaking and listening, literacy skills, and English attainment, which can affect their confidence, communication, and access to learning across the curriculum. Targeted support, high-quality adaptive teaching, and a consistent focus on oracy, reading, vocabulary, and writing are needed to develop language for learning, raise attainment, and close achievement gaps.
3	Some Pupil Premium pupils require additional pastoral support during unstructured times, including lunchtimes and playtimes, due to social, emotional, or behavioural needs. These challenges can affect their wellbeing, relationships, sense of belonging, and readiness to learn. Targeted support for identified pupils, informed by safeguarding and pastoral teams, alongside structured opportunities for positive social interaction, is needed to promote inclusion, emotional regulation, and successful engagement in school life.
4	Some Pupil Premium pupils have gaps in key knowledge and skills due to limited opportunities to reinforce learning outside of school, which can affect their confidence, attainment, and progress across the curriculum. Carefully targeted interventions, additional support from teaching assistants, and Year 6 booster sessions are needed to close learning gaps, strengthen understanding, and ensure pupils are well prepared for the next stage of their education.

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
Disadvantaged pupils participate fully in enrichment opportunities, developing confidence, aspirations, a sense of belonging, and a wider understanding of the world beyond their immediate community.	• Pupils regularly participate in trips, visitors, enrichment activities, and extra-curricular opportunities. • Experiences are tracked to ensure equitable access across KS1 and KS2. • Pupils demonstrate increased confidence, engagement, and awareness of the wider world. • Participation rates for Pupil Premium pupils in enrichment activities increase.
Pupil Premium pupils make improved progress in speaking and listening, reading, writing, and vocabulary development, enabling them to access learning confidently across the curriculum.	• Pupils make measurable progress in English and demonstrate improved attainment in reading and writing. • Pupils show increased confidence and competence in speaking and listening activities. • Teacher assessments and pupil work evidence improved vocabulary and communication skills. • Gaps in English attainment between Pupil Premium pupils and their peers are reduced.
Pupils with identified social, emotional, or behavioural needs develop stronger wellbeing, emotional regulation, and positive relationships, enabling them to engage successfully in school life.	• Pupils demonstrate improved emotional regulation and positive behaviour during lunchtimes and playtimes. • Pupils benefit from targeted pastoral support and positive social opportunities. • Behaviour incidents involving identified pupils reduce over time. • Pupils report feeling safe, supported, and included within the school community.
Pupil Premium pupils make accelerated progress in closing gaps in key knowledge and skills, improving attainment, confidence, and readiness for the next stage of education.	Pupils make measurable progress from their starting points in core subjects. Learning gaps are identified and addressed through targeted interventions and booster sessions. Attainment outcomes improve for disadvantaged pupils across the curriculum. Pupils demonstrate increased confidence and independence in their learning and are well prepared for the next stage of education.

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: £18,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD on Adaptive Teaching	Staff are trained and supported to adapt lessons and provide targeted support to meet the needs of disadvantaged pupils. This ensures pupils can access learning, close gaps in knowledge and develop confidence across the curriculum.	2, 4
Oracy, Reading and Writing Development	Staff implement consistent approaches to developing speaking and listening, reading, vocabulary and writing. This supports disadvantaged pupils to improve communication skills, English attainment and access to learning across the curriculum.	2
Targeted Vocabulary and Language Development	Staff receive training and guidance on strategies to develop subject-specific vocabulary and language for learning. This equips teachers and teaching assistants to support disadvantaged pupils more effectively and ensures consistency across lessons.	2
Therapeutic Thinking Training and 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 disadvantaged pupils are supported effectively.	3
Access to Enrichment Activities	Leaders monitor participation and remove barriers to ensure disadvantaged pupils can access clubs, visits, visitors and wider enrichment opportunities.	1
Subsidised Enrichment Opportunities	Financial support enables disadvantaged pupils to participate in educational visits, residentials and extra-curricular activities	1

	that develop confidence, aspirations and cultural capital.	

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

Budgeted cost: £113,712

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Reading	Identified Pupil Premium pupils receive targeted small-group or one-to-one interventions to improve reading fluency, comprehension, vocabulary and writing skills. This support helps pupils close attainment gaps in English and access learning more confidently across the curriculum.	2
Targeted English and Maths Workbooks	Disadvantaged pupils receive English and maths workbooks matched to their current assessment levels. These provide opportunities to consolidate learning, practise key skills and address gaps in knowledge, supporting progress towards age-related expectations.	2
Oracy, Speaking and Listening Support	Targeted pupils participate in structured speaking and listening activities to improve communication, confidence and language for learning. This supports pupils in developing the skills needed to engage successfully in lessons.	2
Teaching Assistant-Led Intervention Programmes	Trained teaching assistants deliver targeted interventions to address identified gaps in key knowledge and understanding. Support is reviewed regularly to ensure pupils make accelerated progress from their starting points.	4

Year 6 Booster Sessions	Disadvantaged pupils receive focused booster support in reading, writing and mathematics to strengthen attainment, close learning gaps and support a successful transition to secondary school.	4
Pastoral Mentoring and Wellbeing Support	Identified pupils receive regular one-to-one or small-group mentoring to support emotional wellbeing, confidence, resilience and engagement in school life.	3
Targeted Lunchtime and Playtime Support	Additional pastoral support and structured opportunities during unstructured times help pupils develop social skills, strengthen friendships and improve emotional regulation.	3
Financial Support for Educational Visits and Enrichment Experiences	Financial and practical support enables disadvantaged pupils to participate fully in trips, residential visits and enrichment activities, broadening experiences and developing confidence, aspirations and cultural capital.	1

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

Budgeted cost: £11,648

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide targeted pastoral and wellbeing support for vulnerable pupils	Pastoral support builds resilience, improves wellbeing and strengthens engagement in school life. Bespoke mentoring, emotional check-ins and nurture-based approaches support pupils' confidence, inclusion and readiness to learn.	3

To provide structured lunchtime and playtime support for identified pupils	Structured activities and targeted adult support during unstructured times help pupils develop positive relationships, social skills and emotional regulation. This promotes inclusion, strengthens wellbeing and improves readiness to learn.	3
To work with external agencies, including MHST and safeguarding professionals	Early intervention and specialist support help pupils overcome social, emotional and behavioural barriers. This improves wellbeing, strengthens engagement in school and ensures pupils receive support tailored to their individual needs.	3
To provide access to enrichment opportunities, including clubs, sports, arts and educational visits	Participation in enrichment opportunities develops confidence, aspirations, cultural capital and a sense of belonging. Access to a broad range of experiences supports personal development and broadens pupils' understanding of the wider world.	1
To provide financial support for educational visits, residentials and enrichment experiences	Removing financial barriers ensures disadvantaged pupils can access the same opportunities as their peers. This increases participation, broadens experiences and helps pupils develop confidence, aspirations and engagement in school life.	1
To engage parents and carers in supporting reading and language development	Workshops, communication and home-school resources help families support reading, vocabulary development and language acquisition, strengthening pupils' progress in English.	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.

Staff CPD on speech, language & Social, Emotional Language

Evidence includes staff SALT training, identification of pupils requiring support, individual provision maps, records of weekly interventions delivered by school staff and the Speech and Language Therapist, and ongoing monitoring of pupil progress. Pupils are regularly assessed to evaluate the impact of interventions and ensure their individual needs are being met. Progress in communication, vocabulary, confidence and access to learning is monitored and evidenced.

Therapeutic Thinking training & implementation

Staff have received Therapeutic Thinking training and MHST inset training on anxiety and behaviours that challenge. This has strengthened staff understanding of emotional regulation, behaviour and inclusion, enabling a consistent approach to supporting PP pupils' wellbeing, regulation and engagement in learning.

Mentoring and emotional check-ins

PP pupils receive mentoring and emotional check-ins where a need is identified, either through regular monitoring or when concerns arise during the year. Support focuses on managing worries, setting goals and developing coping strategies, with additional lunchtime support provided where appropriate to promote wellbeing, positive relationships and engagement.

Adaptive teaching

Staff have received training and support to strengthen adaptive teaching and respond effectively to individual barriers to learning. This includes training on adaptive teaching, adaptive teaching for SEND and interoception. Staff use appropriate adaptations, scaffolding and targeted support to ensure PP pupils, including those with SEND and EAL, can access an ambitious curriculum and make progress from their starting points.

Targeted vocabulary & language interventions

PP pupils requiring additional language and vocabulary support, including new arrivals, EAL and SEND pupils, are identified and provided with targeted support. Staff receive phonics, reading and oracy training to develop pupils' vocabulary, early English, reading and writing skills, alongside the use of Box It to support vocabulary and sentence development. The Language Ladder is used to assess and monitor pupils' language development and progress over time, ensuring provision is responsive to individual needs.

Access to enrichment activities

PP pupils are monitored to ensure they have equitable access to a wide range of enrichment and cultural capital opportunities, including clubs, sports, music, arts, trips and workshops. Leaders track participation and identify pupils who may benefit from additional encouragement or support to access these experiences. An initial audit shows that PP pupils are well represented across enrichment opportunities, with further emphasis placed on prioritising vulnerable and PP pupils for selected experiences to broaden their opportunities and support their personal development and wellbeing.

Attendance

- Attendance for all pupils for the year was high at 95.08%. Attendance for the pupil premium group was at 93.46%, which is slightly below line with the whole school and above the national average for this group (Data from 2024-2025 - 89.4%).

EYFS

- There were 8 pupils in receipt of the Pupil premium. 75% of these achieved a Good level of Development. This is slightly below the figure for all pupils which was 80%.

Phonics Screening Check

- In Year 1, there were 18 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 – Just At, At and Above

- There were 13 pupils in receipt of the PPG.
- 11 (85%) children met the age-related expectations in reading, 9 (69%) for writing and 9 (69%) for maths.
- This is below the figures for all pupils (R - 89%, W - 82% and M-84%).

KS2 SATs

- There were 15 pupils in receipt of the PPG in 2025-2026.
- All pupils sat the EGPS. reading and maths tests. 87% met the expected standard in maths, 93% in reading and 93% in EGPS.
- All pupils were teacher assessed for writing with 12 (80%) meeting the expected standard.
- 67% of children 10 of the 15 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
Real PE Gym, Dance and Assessment	Willow Tree School Sport Partnership
Anxiety and Behaviours that Challenge	Ealing Mental Health Support Team
Asthma Champions	School Nurses Programme
Inspiring Outstanding Teaching and learning in Art	Pitzhanger Manor & Gallery

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?	

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.