

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	Regents Park Community Primary School
Number of pupils in school	379 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	66% (249 pupils)
Academic year/years that our current pupil premium strategy plan covers	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	March 2026
Statement authorised by	S. Zamir
Pupil premium lead	S. Zamir/H. Hazelwood
Governor / Trustee lead	C. Ludwig

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£377,235
Early years pupil premium	£9,220
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,859
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	£390,314

Part A: Pupil premium strategy plan Statement of intent

Our intention is that all our pupils make good progress and achieve high attainment across all subject areas. Our Pupil Premium strategy outlines the barriers to learning that some of our disadvantaged children face and how we support them to overcome these barriers. We also ensure our strategies continue to challenge our more able disadvantaged children and those working at age related expectations to continue to make good progress.

We carefully plan how we spend our funding and research the most effective strategies to help overcome these barriers. We analyse the impact of our strategies to ensure they are helping to diminish the difference between the attainment of disadvantaged children compared to other children both in school and nationally.

At Regents Park Community Primary School, we recognise that high quality teaching and interventions are the most effective strategies to diminishing the difference between the achievements of our disadvantaged children compared to other pupils. Some of our children have small group support from our Phonics and Reading team and children in KS2 have after school tuition. We spend funding on Early Years intervention to diminish the difference between disadvantaged and other children at an earlier age as research suggests this is one of the most effective strategies.

We recognise that some children need support to reach their potential through having targeted support for their social, emotional and behaviour needs therefore we use the funding for our Play Therapist and Speech and Language Therapist. In previous years, we used the funding to build a sensory room to support children with additional needs and we used the funding to create a peer mediation room. We recognise that some of our families are affected by the cost-of-living crisis therefore we use the funding for our Breakfast Club, which also improves school attendance.

Currently we have 84 (21%) children in school with SEND and 14% of these children are Pupil Premium. We use some of our PP funding to enable us to have a Sunrise Room that supports our children with SEND with their individual needs.

We understand how important parental engagement is so to help us diminish the difference between the attainment of PP and other children, therefore we have a Parent Support Worker, which is partly funded through Pupil Premium funding.

We know many of our children's new and exciting opportunities may be limited so we use some of the funding to give our pupils a wide range of experiences such as learning to play a musical instrument and having sessions in our Forest School. The funding also contributes to educational visits and visitors, which further enhances the children's Culture Capital.

Challenges

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

Challenge number	Detail of challenge
1	Our disadvantaged children have weaker oral language and communication skills particularly in Early Years.
2	Our disadvantaged children are more likely to have significant issues with basic Literacy and Numeracy skills and are less likely to have support at home.
3	Some of our disadvantaged children have a limited amount of new and exciting opportunities therefore; they may have low confidence, resilience and aspirations.
4	Attendance rates of some pupils eligible for Pupil Premium funding is below 95%. This reduces their school hours and causes them to fall behind.
5	Some of our disadvantaged children are struggling with anxiety and lack of confidence.

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
To improve oral language and communication skills for pupils eligible for PP.	-Pupil Premium children to perform as well as others in all areas including writing. -Evidence suggests that interventions like Speech & Language support are having an impact on children's oral language and communication skills.
To improve the progress made by Pupil Premium children to diminish the difference between disadvantaged and other pupils.	-Disadvantaged pupils to make accelerated progress -Aim for the attainment of significant groups to be in line with national average and the difference between them to be diminishing.
Continue to provide pupils eligible for Pupil Premium with an exciting and engaging school life to improve their	-Pupil voice and extra-curricular/new opportunity reports to demonstrate impact.

self-esteem and confidence and give them aspirations.	
Increased attendance rates for all pupils eligible for Pupil Premium.	-Continue to use breakfast club to target poor attendance and punctuality for Pupil Premium children. -Parent Support Worker to work closely with parents to monitor attendance.

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: £16,573

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>English, Maths and Phonics resources including renaissance star maths and literacy, Language Angels, SATS companion, accelerated reader and maths (£6800)</i>	We recognise that using the funding for Early intervention and phonics will have a positive impact on our children. We are part of the Little Sutton English Hub and our staff have received lots of training and support from the Hub and our English Lead. We have continued using the Little Wandle Phonics Programme. We continue to support the work we are doing in school to develop a culture of reading for pleasure, we created a reading spine across school and purchased each book on the list, so our children have access to high quality diverse literature to develop a love of reading and to further enhance our curriculum. We purchased non-fiction books to support our wider curriculum topics so that children get to read across the curriculum. We have topped up on resources we needed for this year to continue to ensure reading is a priority across school. ‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of	1,2

	early reading skills, particularly for children from disadvantaged background' (EFF toolkit) The Reading Framework 2023 and Writing Framework 2025 also highlights the importance of prioritising this strategy.	
CPD Teacher Training £9773	Provision Map (£1179), Language Angels Spanish (£255), Unity Schools Pupil Book CPD (£450), Great Teacher Toolkit (£2999), Inclusive Improvement (£3900), Oracy - Talking Classrooms audit, staff training, support and review (£900) Inclusive Improvement (3900) <u>Evidence to support High Quality Teaching</u> 'High quality teaching should be a top priority for Pupil Premium spending. Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving is key.' (EFF toolkit) 'Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils.' (EFF toolkit) While many personal, family, and cultural factors contribute to learners' academic performance, a large body of research indicates that teachers matter more to their achievement than any other aspect of their education. The quality of teaching is hugely important to the outcomes of students. So what makes Great Teaching? The 'Great Teaching Toolkit: Evidence Review' distils over 100 teaching frameworks and research studies into one accessible report. The key takeaway of the Evidence Review is the Model for Great Teaching. It can be thought of as pedagogical framework for teacher learning. The model summarises 17 elements, categorised into four dimensions of the things teachers know, do and believe that research has shown to make the biggest difference to student learning. The four dimensions are: 1. Understanding the content 2. Creating a supportive environment 3. Maximising opportunity to learn 4. Activating hard thinking	1, 2

	The Evidence Review was itself reviewed by 74 collaborators from 11 countries, including <u>EBE Advisory Board</u> members John Hattie and Dylan Wiliam. <u>Oral Language interventions</u> ‘The average impact of +6 months’ progress is based mainly on pupils’ scores in tests of reading comprehension.’ (EFF toolkit) ‘Literacy is important across the curriculum, and oral language approaches can support literacy.’ (EFF toolkit) ‘There may be wider benefits to oral language approaches outside of educational attainment. For example, some studies report improved pupil attitudes, attention, self-regulation or confidence.’ (EFF toolkit) ‘High-quality classroom talk is essential to pupils’ thinking and learning. It is also linked to improvements in reading and writing, and overall attainment’ (National Literacy Trust) According to a report by the National Literacy Trust, at age 11, spoken language skills are the most important indicator for literacy skills. ‘One in four (23%) children who struggle with language at age five do not reach the expected standard in English at the end of primary school, compared with just 1 in 25 (4%) children who had good language skills at age five’ (UCL, Institute of Education, on behalf of Save the Children, 2016). ‘All children appear to benefit (<i>from language interventions</i>) but some studies suggest that it is particularly important to use these approaches with children from socio-economically disadvantaged backgrounds, who often start with early years providers at an earlier stage in their language development.’ (Early Years Evidence Store EFF)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £235,736

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>school tuition top-up funding and SATS booster classes (£8,800)</i>	This strategy has been in place for several years at our school. We have continued with this strategy due to the impact it has had in the past for our children. We identify target children for tuition, and we use data to identify which subject area children need extra support in so it can have the biggest impact. Most of the children in the tuition groups are disadvantaged but other children are targeted too. ‘Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hour's provision.’ (EEF toolkit)	1, 2, 3, 4, 5
<i>Contribution to salary of Forest school/Intervention teacher £10,975</i>	We know that some of our disadvantaged children may have limited exciting and new opportunities. Our Forest school exposes children to new opportunities and raises aspirations by developing general self-esteem and motivation. Aspiration interventions are listed as a strategy on the EEF toolkit. It also supports children's language development which is one of disadvantaged children's biggest barriers to learning. Research conducted by the New Economics Foundation highlights that Forest Schools foster confidence, independence, and development in language and communication as a result of attending Forest Schools. In Forest School ‘learners develop socially, emotionally, spiritually, physically and intellectually. It creates a safe, non-judgemental nurturing environment for learners to try stuff out and take risks. Forest	1-5

	School inspires a deep and meaningful connection to the world, and an understanding of how a learner fits within it...' (Forest School Association.)	
<i>Additional Teaching Assistants for PP interventions including a TA to support children with SEND (£37,000) (plus £cost shared with EYPP)</i> <i>Contribution to salaries for TA intervention teaching (£128,205)</i> <i>Contribution to salary for senior staff intervention teacher and to the salary of the PP leader and forest school leader (£44,056)</i>	We understand that small group support is one of the most effective strategies in closing the gap. One of our senior staff members supports children working in the lowest 20% and a group of our teaching assistants carry out learning interventions and have ongoing CPD and support. 'Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact' (EFF toolkit). 'Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds and should be considered as part of a school's pupil premium strategy.' (EEF toolkit) The interventions are closely monitored by the leadership team and are tailored to the needs of the children. Assessments measure the impact of the interventions, and our target groups are adjusted accordingly. Some of our TAs also support children in the Sunshine Room (enhanced provision) as some of our children with SEND are also Pupil Premium children.	1, 2
<i>Speech and language therapist and sensory equipment (£6700)</i>	We know that weaker communication skills is a barrier to learning for many PP children. 'On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.' (EFF toolkit) Our Speech and Language Therapist supports disadvantaged and other children. 'All children appear to benefit (from language interventions) but some studies suggest that it is particularly important to use these approaches with children from socio-economically disadvantaged backgrounds, who often start with early years providers at an earlier stage in their language development.' (Early Years Evidence Store EFF)	1

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

Budgeted cost: £132,819

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Play therapist (£8750)</i>	Some of our disadvantaged children need support with their social and emotional learning and development and we have children that need support to deal with experiences that may be happening in their lives. Our staff have identified that one of the most common barriers to learning for their disadvantaged children is lack of confidence and anxiety therefore we chose to use some of the funding to have a Play Therapist as we know the work carried out by our Play Therapist has a positive impact on our children. ‘Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.’ (EEF toolkit) ‘The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.’ (EEF toolkit)	5, 3
<i>Breakfast club staffing and resources including food and after school club resources (£35,531)</i>	Planning to get the most from any extra time is important. It should meet pupils’ needs’ (EFF toolkit) We know that a number of our families need support to ensure their children’s attendance is at least good and that they are on time. Breakfast club helps with this and ensures children have had a healthy breakfast which sets them up for the day. We also provide fruit and toast for all children as staff feedback showed that this improved children’s concentration, as some children were hungry in the mornings. We know that the cost-of-living crisis has had an impact on some of our families. We also provide a range of after school clubs.	4, 5
<i>Forest school resources including annual tree survey</i>	Our Forest School gives children new opportunities and raises aspirations by developing general self-esteem and motivation. Aspiration	1-5

<i>and woodland maintenance (£2500)</i>	interventions is listed as a strategy on the EEF toolkit. It also supports children's language development which is one of disadvantaged children's biggest barriers to learning.	
<i>Contribution to the salary of the Parental support advisor and funding to contribute to resources to improve attendance and behaviour and to carry out parent workshops. (£13,730)</i>	'Parental engagement has a positive impact on average of 4 months' additional progress.' Our parent support worker works closely the leadership team and identifies families that need extra support for different reasons including attendance. Attendance rates of some pupils eligible for Pupil Premium is below 95%. This reduces their school hours and causes them to fall behind on average.	3, 4, 5
<i>Music specialists for the children to have small group sessions and to learn how to play musical instruments (£20,855)</i>	This intervention has had a positive impact on the children on raising their aspirations and 'Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.' (EFF toolkit) We are continuing with using the funding for this strategy as pupil voice and feedback from staff show the positive impact it is having for our children.	1,3, 5
<i>Small group gardening sessions Health for Life and Parental engagement (£4,099)</i>	We know children learn best from their experiences, the activities they are involved in and the attitudes of the people around them. Provision, modelling and activities within our settings and schools should embed healthy lifestyle messages rather than trying to explicitly 'teach' them. Settings therefore have a responsibility, not only to provide balanced and nutritious food for meals but also to provide an environment where children can explore food in various ways with positive encouragement and support. Gardening, growing and exploring the outdoors also provides endless opportunity for children to be physically active. See the 'Early Years Cookery & Food Play Toolkit' for more information and guidance. We will be encouraging parental engagement through this project. 'Parental engagement has a positive impact on an average of 4 months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.' (EFF toolkit)	1,3, 4, 5
<i>Educational visits, visitors and school</i>	Our educational visits and visitors give children new opportunities and raises aspirations by developing self-esteem and motivation. It supports	1, 2, 3

<i>minibus. It also subsidises the residential (£21,655)</i>	their academic needs and therefore supports us to diminish the difference in the attainment gap.	
<i>Debate Mate and Shakespeare Schools drama project (£4514)</i>	These projects provide our children with new opportunities and experiences and help support their language development. 'Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.' (EFF toolkit) Pupil and staff voice shows this is having a positive impact.	1-3
<i>Pastoral care, safeguarding £1185</i>	DSL Training and supervision of DSL's and EYFS Team. It is a statutory requirement within the Statutory Framework for the Early Years Foundation Stage that all members of staff who have contact with children and families receive regular staff supervision. Supervision will always focus on the best interests of the pupils and will promote their safety and wellbeing. For DSL's it is considered essential for their well-being, professional development, effective case management, and improving outcomes for children.	5
<i>Playground development £20,000 (£4,395 in Early Years playground)</i>	Improving the quality of early education matters: it's positive for every child, and especially important for socio-economically disadvantaged children. In fact, research evidence tells us that high-quality early education is one of the best ways to ensure that children can thrive and succeed in school and beyond, regardless of their background. Physical activity is linked to improved memory, thinking skills, and concentration in the classroom. Play in an outdoor setting allows children to develop problem-solving, critical thinking, and spatial awareness skills through exploration and hands-on experiences, which can be integrated into the curriculum. Playtime is vital for developing social skills like co-operation, negotiation, turn-taking, and conflict resolution. It helps children build friendships, self-confidence, and emotional resilience. Opportunities for self-expression and access to quiet nature zones also help children reduce stress and anxiety.	1,3,5

Total budgeted cost £ 375,908

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.

Our end of key stage 2 assessments for 2024/25 show that our Pupil Premium children achieved better outcomes in Reading and Maths than other children. 74% of PP children achieved AT+ in Reading and 78% of PP children achieved AT+ in Maths. 72% of our PP children achieved AT+ in writing compared to 73% of our other children. In Key stage 1 the gaps have narrowed across all subjects from the start of the year and staff will continue to target children in Year 3. In Early Years there is a very small gap between the percentage of PP children who achieved GLD compared with other children. 65% of PP children achieved GLD compared to 66.7% of other children. We will continue to work on raising standards in Early Years.

In the Year 1 Phonics Screening Check 80% of PP children met the PSC threshold and 80% of other children met the threshold. Our internal assessments show that in some year groups there is a difference between the attainment of PP and other children but in other year groups the gap has been diminished.

After school tuition had a very positive impact for our KS2 children and we will continue with this strategy. We will also continue to use the funding for reading and writing interventions in school through our Phonics and Reading team. We have revised our budget plan for 2025/2026 based on the needs of our disadvantaged children. Ensuring we provide high quality teaching and learning is a priority and there will be a focus across school of improving the quality of communication and language which we know is one of the biggest barriers for our children.

Attendance is a focus of our current plan as there are families who still need further support to improve their attendance, and it is also a priority on our school improvement plan. We need to continue with the strategies in place to help improve our attendance such as Breakfast Club and having a Parent Support Worker as well as trying new strategies to try and improve attendance across school. We will continue to provide Breakfast Club free of charge for all our children to improve their attendance but also because of the cost-of-living crisis.

We understand the difference good parental engagement can make to children's learning. Our Parent Support Worker will be working closely with families and will focus particularly with families with persistent absence.

We will continue with the strategies that enable us to provide support for children with social, emotional and behaviour needs that are listed in the plan such as the Play Therapist as some of our PP children have low confidence, resilience and aspirations and have anxiety or need support for other reasons. We have a number of children who are PP and need extra support for their SEND needs so we will continue to provide extra support for these children through our Sunrise Room.

We will also be continuing with the wider strategies. These have a positive impact on academic outcomes in other areas of the curriculum and in raising the children's aspirations. These include Forest School, the residential, educational visits and the other strategies detailed in this plan.

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
Debate Mate	Debate Mate

Service pupil premium funding (optional)

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

Further information (optional)

Additional funding

We used the funding for the National Tutoring Programme to provide tuition for our children. This is for our disadvantaged children and other children. This funding is no longer available.

Planning, Implementation and evaluation

We identified the challenges our disadvantaged children face through conversations with parents, pupils and all staff and by looking at data including assessments, engagement in class book scrutiny and observations. We also shared this information with our school governors.

In planning our strategy plan we looked at reports and studies about the effective use of pupil premium particularly in schools like ours. We also reviewed studies about the impact of the pandemic on disadvantaged pupils and carefully considered which strategies would be most effective for our pupils using the EEF's implementation guide.

We will regularly monitor and review the impact of the strategies we have in place and adjust our plan accordingly.