

Pupil premium strategy statement – 2025-2026

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 beyond). This is a new strategy statement as the previous three-year cycle has ended.

School overview

Detail	Data
School name	Colindale Primary School
Number of pupils in school	723
Proportion (%) of pupil premium eligible pupils	27.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026, 2026-2027, 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jane Palmer
Pupil premium lead	Sarah Robertson
Governor / Trustee lead	Lewis Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£271,185
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£271,185

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve this goal, including securing strong progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who are supported by a social worker, young carers, refugees, asylum seekers, pupils who are new to the UK, or those experiencing other adverse family circumstances. The approaches outlined in this strategy are also intended to support their needs, regardless of whether they are entitled to the Pupil Premium grant.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This has been shown to have the greatest impact on closing the attainment gap and, at the same time, benefits non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the expectation that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach is responsive to both common challenges and individual needs and is rooted in robust diagnostic assessment. The strategies we have adopted complement each other to help pupils excel. We will:

- ensure disadvantaged pupils are appropriately challenged in the work they are set
- regularly track the progress of all disadvantaged pupils, particularly in the core subjects
- act early to intervene when need is identified
- adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Oral language and vocabulary development Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and gaps in vocabulary among many disadvantaged pupils. These challenges are evident from Early Years through to KS2 and impact pupils' ability to access the curriculum, particularly in reading comprehension and written expression.
2	Writing skills and composition Internal assessments show that disadvantaged pupils often experience greater difficulty with writing, particularly in sentence structure, composition, and stamina. These weaknesses affect pupils' ability to communicate ideas effectively across the curriculum and require a consistent, structured approach to writing development from KS1 to KS2.
3	Attendance and persistent absence Attendance for some disadvantaged pupils is lower than that of their peers, with persistent absence reducing access to high-quality teaching, targeted interventions, and enrichment opportunities. This has a negative impact on progress and attainment over time.
4	Social, emotional, and behavioural needs Assessments, observations, and discussions with pupils and families indicate that some disadvantaged pupils experience social, emotional, and behavioural difficulties. These challenges can affect regulation, concentration, engagement in learning, and relationships, and may limit pupils' readiness to learn without targeted support.
5	Parental engagement and enrichment Engagement with learning at home and access to enrichment opportunities is lower for some disadvantaged pupils. This can result in fewer opportunities to develop vocabulary, background knowledge, cultural capital, and motivation, which in turn impacts learning and confidence in school.
6	Early reading and phonics development Assessments indicate that some disadvantaged pupils experience difficulties with early phonics acquisition and reading fluency. These challenges can persist beyond KS1 for a small number of pupils, requiring targeted catch-up support to secure decoding skills and build confidence and fluency as readers.

Intended outcomes July 2028

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
1. Improved oral language skills and vocabulary among disadvantaged pupils,	Assessments, observations, and discussions with pupils indicate

<p>particularly in Early Years and KS1, so that pupils are well prepared to access the curriculum as they move through the school.</p>	<p>significantly improved oral language and vocabulary development among disadvantaged pupils. This is evidenced through engagement in lessons, improved communication skills, and progress in early reading and writing, triangulated with formative assessment and work scrutiny.</p>
<p>2. Improved writing attainment for disadvantaged pupils across KS2.</p>	<p>Internal and external assessments indicate improved writing outcomes for disadvantaged pupils, with a narrowing of the gap between disadvantaged and non-disadvantaged pupils. Work scrutiny and moderation show improvements in sentence structure, composition, and application of writing skills across the curriculum.</p>
<p>3. Improved phonics outcomes and early reading fluency for disadvantaged pupils.</p>	<p>Assessments show that disadvantaged pupils make strong progress in phonics and early reading. Fewer pupils require catch-up support beyond KS1, and those who do make accelerated progress. Improvements are evident through phonics assessments, reading fluency checks, and increased confidence and engagement in reading.</p>
<p>4. Improved attendance for all pupils, particularly disadvantaged pupils.</p>	<p>Attendance for disadvantaged pupils improves and persistent absence reduces over time. Attendance data shows that disadvantaged pupils are not disproportionately represented among persistently absent pupils, and targeted support results in improved attendance for identified pupils.</p>
<p>5. Improved social, emotional wellbeing and self-regulation for disadvantaged pupils.</p>	<p>Pupils demonstrate improved emotional regulation, engagement in learning, and positive behaviour. This is evidenced through a reduction in behaviour incidents, improved pupil wellbeing measures, and qualitative evidence from pupil voice, staff observations, and parental feedback.</p>
<p>6. Improved parental engagement and increased access to enrichment opportunities for disadvantaged pupils.</p>	<p>Engagement with parents of disadvantaged pupils improves, as evidenced by increased participation in school events, workshops, and communication. Disadvantaged pupils access a wider range of enrichment opportunities, including trips and extracurricular activities, supporting</p>

	improved motivation, confidence, and cultural capital.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school review and development of the writing curriculum, ensuring a clear progression in sentence structure, composition and transcription across KS1 and KS2..	Research shows that high-quality writing instruction, including explicit teaching of sentence construction and composition, has a positive impact on writing outcomes, particularly for disadvantaged pupils. EEF: Improving Literacy in Key Stage 2 DfE: The writing framework (Jul 2025)	1, 2, 6, 5
Ongoing whole-school CPD for teachers focused on vocabulary development, oracy, modelling writing, and effective use of formative assessment.	Evidence highlights that improving teacher subject knowledge and classroom practice through sustained professional development improves outcomes for disadvantaged pupils. EEF: Improving Literacy KS2 guidance EEF: Effective Professional Development guidance.	1, 2, 6
Implementation of a consistent, evidence-informed phonics programme across Reception and KS1, with fidelity monitored and regular staff training.	Phonics approaches have a strong evidence base and are particularly effective in improving early reading outcomes for disadvantaged pupils. (DfE & EEF phonics guidance / English Hubs best practice)	6, 1
Daily, structured handwriting and transcription practice across the school, beginning in Reception, to improve fluency and writing stamina.	Explicit teaching of transcription skills supports pupils in focusing on composition and improves overall writing quality. - DfE: The writing framework (Jul 2025) EEF: Improving Literacy KS2	2, 6

Whole-class strategies to promote oracy and vocabulary, including structured talk, discussion routines and pre-teaching key vocabulary linked to curriculum content.	Oral language interventions have been shown to have a positive impact on literacy and wider curriculum access. EEF: Oral language interventions EEF: Improving Literacy KS2 .	1, 2
Use of diagnostic and formative assessment tools to identify gaps early and inform teaching and intervention.	Accurate assessment allows teaching to be responsive and targeted, improving progress for disadvantaged pupils. EEF: Improving Literacy KS2 — recommendation 6 on diagnostic assessment . - EEF diagnostic assessment tool guidance.	1, 2, 6
Whole-school focus on inclusive classroom practice, including effective deployment of teaching assistants and consistent scaffolding strategies.	Research shows that well-trained staff and effective classroom support benefit disadvantaged and SEND pupils. EEF: Making Best Use of Teaching Assistants Guidance - EEF SEND guidance	4

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

Budgeted cost: £ **[insert amount]**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted oral language intervention for Reception disadvantaged pupils identified as needing additional support.	Targeted oral language programmes have been shown to improve communication and readiness for learning. EEF: Nuffield Early Language Intervention (NELI)	1
Small-group reading interventions for disadvantaged pupils in KS2 who require support with comprehension and fluency.	Structured reading interventions delivered by trained staff can accelerate progress for targeted pupils. EEF: Reading comprehension strategies & Reciprocal Reading evaluation	1, 6
Targeted writing interventions focusing on sentence construction, transcription and composition for disadvantaged pupils	Small-group interventions are effective when carefully targeted and closely linked to classroom learning. EEF: Improving Literacy in KS2 guidance	2

working below age-related expectations.		
Phonics catch-up support for disadvantaged pupils in KS1 and KS2 who need additional decoding practice.	Regular, focused phonics intervention supports pupils in securing early reading skills. DfE/EEF phonics & English Hub guidance and evidence	6
One-to-one or small-group academic support in reading, writing and maths for disadvantaged pupils not making expected progress.	Evidence shows that targeted group support can have a positive impact when delivered by trained staff. EEF: One to one and small group tuition guidance (Teaching and Learning Toolkit)	2
Small-group social and emotional support for disadvantaged pupils experiencing difficulties with regulation and engagement.	Social and emotional interventions can improve behaviour, wellbeing and access to learning. EEF: Social and Emotional Learning interventions summary	4
Structured interventions delivered by trained teaching assistants, with clear objectives and regular monitoring.	Teaching assistants are most effective when delivering well-structured programmes with appropriate training and oversight. EEF: Making Best Use of Teaching Assistants guidance	1, 2

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted attendance support, including early identification of concerns, regular monitoring, and family outreach in partnership with the local authority.	Early intervention and family engagement are effective in improving attendance and reducing persistent absence. EEF: Attendance evidence & DfE guidance on attendance interventions	3
Provision of breakfast club places and targeted attendance incentives for disadvantaged pupils.	Breakfast provision supports punctuality, readiness to learn and access to early reading opportunities.	3, 5
Social, emotional and mental health support, including nurture provision, external	Evidence indicates that targeted SEMH support improves wellbeing, behaviour and engagement in learning.	4

agency support and staff training.	EEF: Social and Emotional Learning guidance & interventions	
Parental engagement programme, including workshops, regular communication and support materials to help parents support learning at home.	Parental engagement has been shown to positively impact pupils' learning and confidence. EEF: Parental Engagement guidance — effective strategies include workshops, regular contact, and home learning support	5
Subsidised enrichment opportunities, including clubs, trips and cultural experiences, to ensure disadvantaged pupils can fully participate.	Enrichment opportunities support motivation, engagement and development of cultural capital. EEF: Evidence on extra-curricular activities and benefits for engagement & broader development	5
Family support and early help signposting for disadvantaged families experiencing additional challenges.	Multi-agency working and early help support improve outcomes for pupils and families. DfE/EEF guidance and local-authority best practice on family outreach	3, 5
Consistent behaviour approaches, including restorative practice and peer support initiatives.	Evidence shows that positive behaviour strategies support inclusion and reduce behaviour incidents. EEF: Behaviour interventions	4

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

N/A – new PP Strategy this year

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	N/A