



The Cambridge Primary School Pupil Premium Strategy Statement 2026-2029

This statement details our school's use of pupil premium funding and how it is used to support disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	The Cambridge Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	25% (2026)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2029
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Sue Tancock
Pupil premium lead	Fenella Holmes
Governor / Trustee lead	Theresa Pitfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2026)	£160,950
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	£160,950

Part A: Pupil premium strategy

Statement of intent

At The Cambridge Primary School, we believe all pupils should achieve excellence in all areas of learning: academically, emotionally and socially. We recognised that children in receipt of pupil premium funding can experience multiple barriers to their education, not just social and economic. Our ambition is to improve the attainment outcomes for each disadvantaged child and ensure they have the highest aspirations for their future.

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

Challenges

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

Challenge number	Detail of challenge
1	Children who receive pupil premium funding do not attain as well as their non-disadvantaged peers.
2	Many pupils who receive pupil premium funding have multiple layers of disadvantage (SEND, EAL, mental health, safeguarding).
3	Disadvantaged pupils lack cultural capital and experience language deprivation.
4	Many pupils entitled to pupil premium funding present with behaviour that challenges.

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
<p>Attainment for pupils who receive pupil premium funding will rise.</p>	<ul style="list-style-type: none"> • The percentage of pupil premium pupils who achieve EXS in all subjects at the end of KS2 (combined) will rise • The percentage of pupil premium pupils who pass the phonics screening check will be close to the national average (80% for all and 67% for disadvantaged) • The percentage of pupil premium pupils who achieve EXS+ in writing will be 65% across the school • The quality of teaching will be consistently high
<p>Pupils with multiple layers of disadvantage will be identified, tracked and supported to make good progress.</p>	<ul style="list-style-type: none"> • Leaders will have a system that identifies pupils with multiple layers of disadvantage • MIS reports will identify patterns within vulnerable groups • SEND pupils will make good progress against their individual targets • Teachers will have a strong understanding Ordinarily Available Provision (OAP) and this will be evident in all classrooms • Vulnerable pupils will receive high-quality pastoral support • Attendance for disadvantaged pupils will be 95%
<p>Engaging trips and experiences will prepare all pupils for topics of learning.</p>	<ul style="list-style-type: none"> • Trips and visitors are regular and purposeful • Hook days will prepare pupils for the next unit of work • The school PTA will have an awareness of the needs of our disadvantaged families when planning school events
<p>The Cambridge curriculum will be broad, balanced and connected.</p>	<ul style="list-style-type: none"> • The Cambridge curriculum will have a clear progression of knowledge and skills with explicit connections • The curriculum will be engaging with opportunities for practical tasks • Lessons will be language rich with measures in place to close the vocabulary gap • All units of writing will be based on engaging, quality texts • The trust digital strategy will engage and motivate pupils through the use of technology
<p>All classrooms will be calm and purposeful.</p>	<ul style="list-style-type: none"> • Classroom behaviour will be conducive to high-quality learning • The school environment will be free from unnecessary visual stress (OAP) • Classroom visuals will be consistent and purposeful

	<ul style="list-style-type: none"> • Zones of Regulation will be embedded and understood by all pupils
<p>Pupils who present with behaviour that challenges will be supported by specialist intervention.</p>	<ul style="list-style-type: none"> • All staff will have a shared understanding of how to manage behaviour that challenges • All staff will have a shared language when talking to pupils about their behaviour • Suspensions and seclusions for disadvantaged pupils will reduce

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: £44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on quality first teaching		1, 3
Team Around the School support from Hampshire		2, 4
SLT team teaching to improve teaching and learning		1, 2, 3, 4
SLT monitor and implement coherent knowledge and skills in all subjects		1, 2, 3
Staff training on using MIS to identify vulnerable groups		1, 2
Year 6 teachers and HoS attending Raising Attainment CPD		1
SLT member moderator training		1
Recruitment of specialist SEND and music teachers		2, 4
Recruitment of play therapist		2, 4
Recruitment of ELSA		2, 4
Writing CPD and monitoring		1, 2, 3
Reading CPD and monitoring	Reading comprehension strategies (EEF) +7 months	1, 2, 3

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

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Phonics groups in KS1 and Rapid Catch Up groups in KS2	Phonics (EEF) +5 months	1, 2
Year 6 maths booster groups and small group writing support	Small group tuition (EEF) +4 months	1, 2, 3
Aldershot cluster training in Ordinarily Available Provision		2, 4
Specialist SEND teacher leading individual and group sessions	Metacognition and self-regulation (EEF) +8 months	2, 4
Specialist music teacher leading sessions for pupils with behaviour that challenges	Arts participation (EEF) +3 months	2, 4
Pupil progress meetings to track vulnerable groups		1, 2
Implementation of the Zones of Regulation curriculum	Metacognition and self-regulation (EEF) +8 months	4

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

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT and family support advisor monitoring attendance and providing support to families		2
SLT and external support for pupils with suspensions		2, 4
SLT and EVC monitoring of trips and visitors		3
SLT and teacher work to ensure the wider curriculum is engaging and motivating		1, 3

SLT support with learning environment		2, 3
SLT involvement with the PTA to ensure disadvantaged families can access events		3

Total budgeted cost: £91,000

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.

This year, the implementation of the phonics scheme has been a key focus across the school. Extensive staff training has focused on ensuring consistent, high-quality delivery, and the programme is now embedded throughout all year groups. This has strengthened early literacy skills, enabling pupils to access the wider curriculum more effectively.

In Key Stage 2, the Rapid Catch-Up provision has provided targeted support for pupils who need additional help with core skills. This intervention has successfully closed gaps in learning and improved engagement with the full curriculum.

Ongoing training for support staff has been prioritised, with sessions linked to the school development plan. This has enhanced staff expertise in delivering interventions and supporting classroom learning, contributing to improved academic progress for disadvantaged pupils.

Curriculum development work continues to ensure that all learners have the cultural capital necessary to access and thrive within the curriculum. Termly pupil progress meetings track vulnerable groups closely, ensuring timely interventions. Current data shows that pupil premium children remain slightly behind the school average, which reflects the national trend.

Breakfast and after-school clubs are well attended, with free places offered to vulnerable families to remove barriers to participation. Attendance is monitored rigorously by senior leaders, and families experiencing difficulties are offered targeted support to improve punctuality and consistency.

Externally provided programmes

Programme	Provider
TT Rockstars and Numbots	Maths Circle
Little Wandle Phonics	Little Wandle Letters and Sounds
Jigsaw PSHE/SRE	Jigsaw Ltd
Maths No Problem	Maths No Problem
PE Pro (curriculum and CPD)	PE Pro Ltd