

Pupil premium strategy statement – 2026/27

This statement details our school's use of pupil premium funding to improve the attainment and wider outcomes of disadvantaged pupils.

It outlines our three-year strategy for 2026–27, 2027–28 and 2028–29, planned activity in 2026–27 and outcomes in 2025–26.

School overview

Detail	Data
School name	Charles Dickens Primary School and Nursery
Number of pupils	Approximately 488
Proportion eligible for pupil premium	Approximately 41%
Years covered	2026–27, 2027–28 and 2028–29
Published	Autumn 2026
Review date	July 2027, with termly internal monitoring
Statement authorised by	Michael Eggleton
Pupil premium lead	Themis Bakas
Governor / Trustee lead	Paola Wilson

Funding overview

Detail	Amount
Estimated pupil premium allocation for 2026–27	£220,000
Funding carried forward	£0
Estimated total budget	£220,000

Figures are provisional and will be updated following confirmation of the allocation and detailed budget.

Part A: Pupil premium strategy plan

Statement of intent

At Charles Dickens Primary School and Nursery, academic excellence, creativity and social intelligence are central to our work. Our strategy ensures that disadvantage does not limit attainment, access to the curriculum, attendance, belonging or wider opportunity.

Disadvantaged pupils achieve exceptionally strong outcomes by the end of Key Stage 2. The purpose of this strategy is to sustain those outcomes while addressing differences that remain earlier in pupils' education and in the proportion achieving at greater depth. Priorities are early language and school readiness; secure, fluent and ambitious reading; mathematical fluency, reasoning and problem solving; high attainment across the curriculum; and attendance, wellbeing and belonging.

High-quality teaching remains central because it benefits all pupils and has the greatest potential to improve outcomes for disadvantaged pupils. It is supported by responsive academic provision and wider strategies that help pupils attend, belong and succeed. Provision is determined by assessment and professional judgement, not pupil-premium status alone.

Our established model is successful. In 2025–26, 92% of disadvantaged pupils achieved the expected standard in reading, writing and mathematics combined at KS2, compared with 49% nationally for disadvantaged pupils. We will sustain experienced teaching, a carefully sequenced curriculum, responsive additional teaching and pastoral support while strengthening implementation and monitoring.

Leaders will review implementation termly and outcomes annually using statutory and internal assessment, attendance, curriculum monitoring, pupil and staff voice and professional discussion. Evaluation will consider whether provision was delivered as intended, reached pupils who needed it and contributed to the strength of the overall model.

Challenges

The following challenges draw on the completed 2023–26 review, current assessment, attendance evidence and leaders' knowledge of pupils and families.

Challenge	Detail
1	Early language, communication and school readiness. Reception outcomes vary between cohorts and some disadvantaged pupils begin with differences in communication, early literacy, early mathematics and wider development.
2	Reading fluency, vocabulary and comprehension. Phonics and KS2 reading are strong, while some pupils require continued support to read fluently, access the curriculum and attain at greater depth.
3	Mathematical fluency, reasoning and problem solving. Statutory outcomes are exceptionally strong, while some cohort-level differences remain in higher attainment.
4	Ambitious attainment across the curriculum. Disadvantaged pupils achieve well above disadvantaged pupils nationally but are less likely than other pupils in some cohorts to attain at greater depth.
5	Attendance, wellbeing and belonging. Disadvantaged attendance is above national and local comparators but remains slightly below non-disadvantaged attendance; some pupils and families require timely support.

Intended outcomes

Outcomes are intended for July 2029. Annual milestones support monitoring without creating artificial judgements from small or changing cohorts.

Intended outcome	Success criteria and first-year milestone
Strong early outcomes from pupils' individual starting points.	By July 2029: disadvantaged GLD is at least in line with the latest national disadvantaged comparator where cohort size permits; the in-school difference reduces from 2025–26; assessment and moderation show strong progress for identified pupils. 2026–27: baseline pupils promptly and review identified pupils termly.

Intended outcome	Success criteria and first-year milestone
Secure phonics and fluent, ambitious reading.	By July 2029: Year 1 phonics remains at least in line with national all-pupil outcomes and above national disadvantaged outcomes; nearly all pass by Year 2; KS2 reading remains above national disadvantaged outcomes; cohort differences at greater depth reduce. 2026–27: termly phonics and fluency review with rapid support.
Secure number fluency and confident reasoning and problem solving.	By July 2029: disadvantaged MTC and KS2 mathematics remain above relevant national disadvantaged comparators; internal assessment and work show secure attainment and improving access to greater depth. 2026–27: termly review of fluency, attainment and classroom application.
High attainment across the curriculum, including greater depth.	By July 2029: KS2 expected and higher-standard outcomes remain above national disadvantaged outcomes; internal greater-depth differences reduce across the strategy; curriculum monitoring shows full access and appropriate challenge. 2026–27: disadvantaged pupils explicitly considered in subject and attainment reviews.
Strong attendance, belonging and timely support.	By July 2029: attendance remains above national; the 0.9-point in-school difference reduces; persistent absence reduces from the verified 2026–27 baseline; case review shows timely support. 2026–27: establish baselines, review half-termly and intervene early.

Activity in this academic year

Activities align with the DfE menu of approaches and will continue where evaluation supports them.

Teaching (for example, CPD, recruitment and retention)

Estimated cost: £100,000

Activity	Rationale and monitoring	Challenges
Sustain experienced additional teaching capacity, including the third-teacher model and Year 6 capacity.	Supports consistent teaching, responsive grouping, additional teaching and statutory preparation. Monitor deployment, classroom quality and outcomes.	1–4
Sustain instructional coaching and focused professional development.	Strengthens consistent implementation of explanation, modelling, feedback and checking for understanding. Monitor coaching, learning visits and work.	1–4
Refine systematic phonics, guided reading and reading fluency.	Previous outcomes strongly support continuity, with refinement in vocabulary, comprehension and greater depth. Monitor termly by cohort.	1,2,4
Refine English teaching, including oral language, spelling, grammar, handwriting and writing.	Careful sequencing reduces barriers and supports ambitious written communication. Monitor moderation, work and outcomes.	1,2,4
Sustain Maths: No Problem, Mastering Number and effective representations.	Previous MTC and KS2 outcomes support continuation, while protecting ambitious reasoning and problem solving.	1,3,4
Ensure every subject remains ambitious and accessible.	Subject leaders will consider disadvantaged pupils in curriculum monitoring, vocabulary, participation and challenge.	2–4

Targeted academic support

Estimated cost: £80,000

Activity	Rationale and monitoring	Challenges
Responsive additional teaching and intervention by teachers and support staff.	Triggered by assessment and professional judgement; reviewed through pupil-progress meetings.	1–4
Rapid phonics, language and reading-fluency support.	Frequent support for pupils at risk of falling behind; monitored through stage, fluency, transfer and outcomes.	1,2,4
Structured number-fluency and responsive mathematics support.	Builds secure knowledge and curriculum access; monitored through diagnosis, application, MTC and attainment.	1,3,4
Additional teaching around statutory assessment points.	Responds precisely to knowledge and misconceptions while maintaining the full curriculum.	2–4

Activity	Rationale and monitoring	Challenges
Early language, literacy and mathematics support in EYFS, alongside rich provision including Forest School.	Supports progress from starting points and broadens language, experience and participation.	1–4

Wider strategies

Estimated cost: £40,000

Activity	Rationale and monitoring	Challenges
Targeted attendance work, early identification and family support.	Attendance was strong but the in-school difference remained. Review attendance and persistent absence half-termly.	5
Early Help and practical family support.	Reduces wider barriers to attendance, engagement and readiness to learn; evaluate through case review.	5
ELSA, wellbeing and social-emotional provision.	Supports participation, belonging and learning; review goals and next steps proportionately.	5
Accessible home–school communication and targeted engagement.	An enabling strategy supporting attendance, learning and access; evaluate response and agreed actions.	1,5
Protect access to clubs, trips, music and cultural opportunities.	Broadens horizons and belonging; review group access where reliable information exists.	4,5
Contingency for acute or emerging barriers.	Allows prompt, recorded and strategy-aligned response to unforeseen needs.	1–5

Estimated total cost: £220,000

The split is provisional and will be aligned with confirmed funding and the school budget.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The 2025–26 year completed the previous three-year strategy. The evidence strongly supports the school's established approach.

In 2025–26, 92% of disadvantaged pupils achieved the expected standard in reading, writing and mathematics combined at KS2, compared with 49% nationally for disadvantaged pupils. Sixteen per cent achieved the combined higher standard, compared with 4% nationally. Expected-standard subject outcomes were 92% in reading, 92% in writing and 96% in mathematics; higher outcomes were 32%, 36% and 40% respectively.

Ninety-two per cent passed Year 1 phonics and 96% had passed by Year 2. In the multiplication tables check, 88% achieved full marks and the average was 24.8 out of 25.

Disadvantaged attendance was 95.4%, above the 94.7% national and local-authority comparisons in the school report, while remaining 0.9 points below non-disadvantaged attendance.

The completed review judged the strategy successful overall. Reception and internal outcomes varied by cohort and greater-depth differences remained in some year groups. The new strategy therefore sustains the successful model while sharpening early identification, ambition, implementation monitoring and attendance support.

Externally provided programmes

Programme	Provider
Maths: No Problem	Maths: No Problem

Programme	Provider
Mastering Number	NCETM / local Maths Hub
Floppy's Phonics	Oxford University Press

Service pupil premium funding (optional)

Measure	Details
Planned use	Where applicable, provision will reflect assessed academic, pastoral and wider needs.
Review	Through the assessment, attendance, participation and case-review processes in this strategy.

Further information

Implementation and review cycle

Review point	Core activity	Evidence
Autumn	Confirm profile, funding, attainment and attendance baselines; identify provision and responsibilities.	Assessment, checks, attendance, profile and professional discussion.
Spring	Review implementation, progress, attendance and emerging need; adapt provision.	Assessment, work, visits, attendance and case review.
Summer	Evaluate annual outcomes and implementation; update the published strategy.	Statutory and internal outcomes, attendance, monitoring, voice and finance.
Governance	Review the connection between need, activity, implementation and outcome.	Statement, monitoring, outcomes and leaders' evaluation.

This strategy should be read alongside the completed 2023–26 pupil premium review, assessment reports, attendance report, School Development Plan and separately reported pupil and staff voice information.