

The Blue School Pupil Premium Strategy Statement

2026 - 2027

*A **community**, flourishing through **wisdom**, **hope** and **dignity**, giving thanks to God in all we do.*

Hope – A mission to accomplish: to establish the school as the school of choice in Isleworth - a flourishing, vibrant and sustainable school.

Dignity – A culture to embrace: a shared Christian ethos and inclusive culture of strong relationships, positive mental health and wellbeing for all.

Wisdom – A place to grow: the highest expectations for the quality of education, with excellent outcomes for all learners so that they reach their full potential.

Community – A people to enjoy: opportunities for the community to use the school buildings and grounds, making the site the focal point for the local community.

Overview

This statement explains how The Blue School used pupil premium funding during the 2025–2026 academic year to improve attainment among disadvantaged pupils. It also evaluates the impact of that spending across the school.

In addition, it outlines our strategy and intentions for allocating the fund in the current academic year (2026–2027). *See the note at the end of this statement regarding proposed DfE changes to develop a new model for targeting disadvantage and associated funding.*

Our Pupil Premium Strategy forms part of the School Development Plan. The key priorities for improvement for all vulnerable pupil groups for 2026-27 are as follows:

Ensure that all vulnerable pupil groups (SEND, PPG, EAL, LAC, SEMH) make accelerated progress across the curriculum from their relative starting points, narrowing the attainment gap with non-vulnerable peers

Detail	Data
School name	The Blue School CofE Primary
Number of pupils in school	434
Proportion (%) of pupils in receipt of funding	8% = 35 children (1 child pp+)
Academic year/years that our current Pupil Premium Strategy plan covers.	2026 - 2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Matt White, Headteacher
Pupil premium lead	Catherine Davies
Governor / Trustee lead	Standards and Curriculum Committee

Funding overview

Detail	Amount
Pupil premium funding allocation for 2026-27 academic year	£54,250
Pupil premium plus funding for 2026-27 academic year	£2,690

Part A: Pupil Premium Strategy - Statement of Intent

At The Blue School, our intention is that all pupils, irrespective of background or challenging circumstances, make good progress and achieve academically and socially. Our Pupil Premium Strategy provides us with a focus on children who need extra support to flourish and attain the educational outcomes they are capable of. It supports our commitment to disadvantaged pupils, ensuring that their aspirations are comparable to those of their peers. Our school is a safe and happy place. We have high expectations of every child and encourage each individual, whether disadvantaged or not, to excel.

Our Pupil Premium Strategy sits within our School Development Plan.

We know that the most significant way we can help any child (disadvantaged or not) is through Quality First Teaching. This means creating an inclusive classroom environment with outstanding teaching every day. Our goal is to close the attainment gap for disadvantaged pupils who are performing below their peers, at the same time as setting ambitious targets for those who are more able.

All of our pupils benefit from high quality teaching, and in all cases we strive to ensure that they make excellent progress. Our strategy provides for this with further additional interventions through one to one and small group teaching.

Nationally there is still a significant attainment gap between disadvantaged children and their peers, and this gap tends to widen as children grow older. To mitigate these gaps we rigorously track each child, carefully considering what she or he needs in order to succeed. Our approach is rooted in robust diagnostic assessment of the need, followed by tailored interventions, with pupil progress being reviewed on a termly basis. Records of progress are also maintained by The Pupil Premium Lead.

Our aims: The targeted and strategic use of pupil premium will support us in enabling every pupil to reach their full potential by:

- Assuring the best possible learning experiences in the classroom.
- Having targeted interventions designed to support those who have fallen behind and those with a specific academic, social or emotional need.
- Offering a rich and varied experience for children who are in receipt of funding.
- Adopting a whole school approach, with all staff taking responsibility for the academic and social development of disadvantaged pupils in its care.

The activities outlined in this report are also intended to support our vulnerable children, whether they are disadvantaged or not.

Challenges

The key challenges to achievement among our disadvantaged pupils for 2026-27 are identified as follows:

Challenge number	Detail of challenge
1	Attendance: Attendance of pupil premium children over the last 3 years broadly follows the whole school trend. There are 4 (11%) of pupil premium children for whom attendance has been consistently low (at or below 90%) during this period, despite frequent contact with the parents of these children. 2 of these children also have SEND. There are 4 pupil premium children, all of whom have SEND that consistently have attendance between 90-95.
2	SEND: 8 (26%) pupil premium children are identified as having SEND. This is compared to 20.6% of the whole school. Despite multiple interventions: 6 pupils who qualify for pupil premium funding and have specific SEND needs are not making expected progress in reading. 7 pupils who qualify for pupil premium funding and have specific SEND needs are not making expected progress in writing. 5 pupils who qualify for pupil premium funding and have specific SEND needs are not making expected progress in maths.
3	EAL: 15 (41%) of pupil premium children have EAL.

5	Enrichment: Our observations and discussions with pupils and families identified that disadvantaged pupils faced a lack of enrichment opportunities.
6	Vulnerable / Disadvantaged Children: Pupils' emotional well-being, social and behavioural needs affect children's readiness to learn and make progress. 11 (31%) pupil premium children are identified as vulnerable. 2 are not making expected progress.
7	Engagement with parents: There are a small number of parents of pupil premium children that have limited engagement with the school, and with the academic, social and emotional development of their children. However, year on year this figure is decreasing. The Pupil Premium Lead has contacted all parents of pupil premium children termly, in an effort to re-engage them.

Intended outcomes

The following table outlines the outcomes we aim to achieve **by the end of the current strategy plan**, along with the measures we will use to evaluate success.

Intended outcome	Success criteria
Attendance: Maintain attendance levels for pupils in receipt of pupil premium funding in line with their peers, reducing the proportion of pupils identified as persistent absentees.	Sustained high attendance each year demonstrated by: - the overall absence rate for all pupils being no more than 4%
Progress / closing attainment gaps: Ensure pupils receiving pupil premium funding make progress at least in line with their peers across all subjects, supported by high-quality teaching and targeted interventions. Ensure KS2 children utilise the opportunity for free online tutoring through Atom Learning (worth £575.90 per year).	Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline. Ensuring children make expected progress from their starting points - 6 points of progress by the end of the year. KS2 children making progress using online interventions eg through Atom Learning (worth £575.90 per year).
SEND: Ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points. Embed high quality inclusive practice in every classroom, in order to effectively meet the needs of all learners, including those with SEND.	Increase the progress for SEND pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline. Ensure children make expected progress from their starting points - 6 points of progress by the end of the year, dependent on their SEND status. Ensure that class based interventions for PP children are on-going through the academic year 2026-2027.

	Ensure consistent use of adaptive teaching strategies and the graduated approach for all PP pupils with SEND, with provision reviewed termly through phase-led provision mapping (as per SIP). Phase Leaders are able to evidence how inclusive practice is being led, monitored and strengthened across their phase.
Enrichment: Ensure all pupil premium children take part in at least one club / extracurricular activity. Ensure pupil premium children are able to access a well sequenced, coherent, ambitious and inclusive curriculum.	Continue to offer lunchtime clubs to give children the greatest flexibility possible to attend clubs. Some PP children are not taking up the opportunity for extracurricular clubs/ music lessons. PP Lead to encourage parents to take up this opportunity. Deliver a coherent, ambitious and inclusive curriculum that secures the best possible outcomes for every child. Pupils know and remember more, and outcomes are strong across the curriculum.
Vulnerable/ Disadvantaged Children: Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Children's well-being needs are met and supported to ensure they are attending school regularly and able to access high quality teaching and targeted interventions. Members of the inclusion team to support the social and emotional needs. Vulnerable pupils have made expected or better progress from their starting points.
Engagement with parents: Improve the engagement of some parents of pupil premium children in children's academic progress and uptake of extracurricular activities provided by the school. This to be achieved through termly communication from Pupil Premium Lead and ongoing class teacher input. Ensure KS2 parents take up the opportunity for free online tutoring through Atom Learning (worth £575.90 per year).	Baseline attainment, progress and engagement data for PP pupils is analysed to identify priorities. Improved response rate to all communications with parents including letters eg PP eligible letter All pupil premium children taking part in at least one club / extracurricular activity. Atom Learning free tutoring opportunity biannual letters. (By July 2026 this had been taken up by all KS2 pupil premium pupils).
Monitoring Interventions: Monitor the impact of our pupil premium strategy to ensure that funding is used effectively and that interventions lead to measurable improvement. Evaluation is embedded within our school's improvement plan.	Track attainment and progress data for all pupils in receipt of pupil premium funding, including those with SEND.

	Review the effectiveness of targeted support through assessment outcomes, pupil voice, and teacher feedback. Monitor attendance, punctuality, and participation in enrichment activities. Lesson observations, learning walks, and work scrutiny to ensure Quality First Teaching is consistently delivered. Pupil Premium Lead to maintain detailed records of pupil progress and intervention outcomes, informing future planning.
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Activity in this academic year

The following table details how we intend to spend our pupil premium funding **this coming academic year** (2026- 2027).

Teaching

Budgeted cost: £30k (approx)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Ensure implementation of concrete-pictorial-abstract approach to maths is consistent across the school (This could be White Rose or NCETM materials). Target fluency, reasoning and problem solving skills Attend Phase 1 Teaching for Mastery and reconnect with the London, Central and West Maths Hub.	See EEF research guidance reports for EY, KS1 and KS2 Using a mastery approach to deliver maths lessons, using White Rose Education, with the intention of progressing to the use of NCETM materials and guidance. Gradual introduction of NCETM curriculum prioritisation approach - curriculum prioritisation Ofsted 2023 Mathematics Subject Report and the EEF Improving Mathematics in Key Stages 2 and 3 Guidance Teaching Maths In Primary Schools - Government Guidance	2,3,4,6

Maths Lead to deliver insets relating to any updates within the curriculum. Maths Lead to undertake observations / book looks as per quality cycle Maths moderation - As per quality cycle		
SEND Review current provision. Embed high-quality inclusive practice in every classroom, in order to effectively meet the needs of all learners, including those with SEND.	See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020 Embed high-quality inclusive practice in every classroom, in order to effectively meet the needs of all learners, including those with SEND. Ensure all pupils have access to high quality teaching. Complement high quality teaching with small groups and one to one interventions. SEND Reform: Putting Children and Young People First - Government Consultation What's happening now to support children and young people with SEND in mainstream education Information on SEND Reform for those leading and working in mainstream schools	2
Vulnerable children Ensure that all vulnerable pupil groups (SEND, PPG, EAL, LAC, SEMH) make strong (above average) progress across the curriculum from their relative starting points.	Identify pupils in each vulnerable group and maintain clear, live provision maps. Plan and evaluate pupil premium and SEND spending against intended outcomes, using a tiered approach (teaching, targeted academic support, wider strategies).	6

	• Provide well-matched intervention across the curriculum, with clear entry and exit criteria.	
CPD: Ensure teaching staff are trained in order for staff to embed identified interventions for targeted children Cost – Staff meeting time Maths Lead to re-engage with Maths Hub - enrol on the NCETM Phase 1 Mastery Programme	See EEF research guidance reports for EY, KS1 and KS2 EEF toolkit EEF guide to the effective use of Pupil premium funding. NCETM curriculum prioritisation approach - curriculum prioritisation	4
Early Years Provision: Strengthen Early Years provision, ensuring every child makes a strong start in Nursery" with focus on "early language and vocabulary through high-quality interactions	Specific early language and communication support for PP pupils in EYFS Partnership with parents of PP pupils in EYFS to support learning at home Smooth transition arrangements for PP pupils moving from Reception to Year 1	

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

Budgeted cost: £20k (approx)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Analyse summative assessment data and identify the children who require more targeted intervention. Closely monitored by AHT and PP Lead	EEF Toolkit guidance: Teacher Feedback To Improve Pupil Learning EEF Teacher Feedback to Improve Pupil Learning: <i>"All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be."</i>	2,3,4

Undertake pupil progress meetings termly. Regularly monitor targeted interventions.	<i>However, not all feedback has positive effects. Done badly, feedback can even harm progress. Nor is feedback 'free'. Large amounts of time are spent providing pupils with feedback, perhaps not always productively."</i>	
Potential revision of AI tutoring for maths	Supports EEF report Using Technology to Improve Learning . Supports DfE Using AI and technology in education to improve pupil outcomes and reduce staff workload 450,000 disadvantaged pupils could benefit from AI tutoring tools	2

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

A record of the costs of annual trips, clubs and events paid from pp funding for each pupil premium child is maintained by the Pupil Premium Lead.

Budgeted cost: £5k (approx)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide children with opportunities to participate in trips, workshops and extra curricular clubs	Provision of trips, workshops, music tuition and extracurricular clubs is recorded on each PP pupil's individual profile, and shared termly with class teachers.	5

Part B: Review of outcomes in 2025-26

Outcomes for disadvantaged pupils

Atom Home, an online tutoring tool from Atom Learning, was accessed by all 23 KS2 pupil premium pupils.

Atom Home is designed to bridge the gap between school and home learning. It creates a tailored learning journey for each child, adapting to their strengths and areas for improvement across. It supports children in building confidence and making progress at their own pace.

Externally provided programmes

Programme	Provider
Social and emotional learning	Play Therapy Dejah Sykes
Atom Learning free online tutoring (worth £575.90 per year)	Atom Learning
Plus 1: The Introductory Coaching System for Maths Success Power of 2: The One to One Coaching System for Maths Success	David Joseph Sharp - books to use in school and at home
Potential AI maths tutoring (new for 2026-27) Similar demographic school Giles Brook Primary School Third Space Learning Review Other schools: Giles Brook Primary School Third Space Learning Review	Third Space Learning

Pupil Premium Strategy - pupil progress 2025-2026

A database of year on year progress (including the year pp funding commences for each pupil, and therefore the direct impact made through funded interventions) is maintained by the Pupil Premium Lead).

The following tables detail the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year. It includes a SEND / non SEND breakdown of attainment. (2 pupils in year 2 left mid year, so there is no end of year data for those pupils, although funding for them continued until the end of the academic year. 1 pupil in year 2 is pupil premium plus).

Year Group	SEND Status	Pupils	Maths	Reading	Writing
Year 1 6 pupils	No	4	1 GDS, 2 EXS, 1 WTS,	2 EXS, 1 WTS, 1 WB	2 EXS, 1 WTS, 1 WB
	Yes	2	2 WB	1 GDS, 1 WB	1 GDS, 1 WB
Year 2 5 pupils (2 pupils left mid year, so no end of year data. 1 pupil is pupil premium plus.)	No	3	1 GDS, 1 EXS, 1 WTS	1 GDS, 2 EXS	1 GDS, 2 WTS
	Yes	2	1 WTS, 1 WB	1 WTS, 1 WB	1 WTS, 1 WB
Year 3 5 pupils	No	5	2 GDS, 2 EXS, 1 WTS	2 GDS, 3 EXS	2 GDS, 2 EXS, 1 WTS
	Yes	0	None	None	None
Year 4 3 pupils	No	2	1 GDS, 1 EXS	2 EXS	2 EXS
	Yes	1	1 GDS	1 GDS	1 GDS
Year 5 8 pupils	No	6	3 WTS, 3 EXS	2 EXS, 2 WTS	3 EXS, 1 WTS
	Yes	2	2 WTS	1 EXS, 3 WTS	4 WTS
Year 6 7 pupils	No	6	4 GDS, 2 EXS	4 GDS, 1 EXS, 1 WTS+	4 GDS, 1 EXS, 1 WTS+

	Yes	1	1 GDS	1 GDS	1 GDS
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Note: The DfE published the following white paper in February 2026: [Every Child Achieving and Thriving](#). It sets out proposed measures to help schools narrow the pupil attainment gap, including the development of a new model for targeting disadvantage (e.g. using income data instead of eligibility for FSM to determine disadvantage funding for schools). (See [chapter 3](#) of the white paper).

Consultation is ongoing. For the 2026/27 academic year, the existing pupil premium and national funding formula (NFF) will still be used. Pupil Premium eligibility will continue to be based on the current FSM criteria: households receiving Universal Credit with a yearly income of less than £7,400.