



Pupil Premium Strategy Statement 2025 - 2026

This statement uses the Department for Education's recommended template to show Edison Primary 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 of last year's spending.

School overview

Detail	Data
School name	Edison Primary School
Number of pupils in school	367
Proportion (%) of pupil premium eligible pupils	34% (125)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Geraldine Valentin-Coleman
Pupil premium lead	Hardeep Rupra
Governor / Trustee lead	Suvir Rai

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£189,375
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	£ 189,375

Part A: Pupil premium strategy plan Statement of intent

What is Pupil Premium? Pupil Premium is the name given to additional funding designed to raise the attainment of disadvantaged pupils so that they have the same outcomes and life chances as their non- disadvantaged peers. This funding is allocated to schools in accordance to how many pupils are judged to be eligible. Eligibility is outlined in a variety of ways including benefits a household may receive, free school meals, children in local authority care or recently in local authority care and service children.

At Edison Primary we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and back-ground
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth and depth of the curriculum



- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Our Context

Edison Primary School in Hounslow is in its tenth year of opening and is smaller than an average-sized school. The school is currently a two-form entry school, with 367 pupils on roll. We have 94% from Minority Ethnic background of those 62 % speak English as an Additional Language. 34% of our School from Reception to Year 6 cohort are pupil premium. The school has been full for the three years and we continue to embed high expectations of teaching, learning and a whole school vision for science.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental

Challenges

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

Challenge number	Detail of challenge
1	Attainment gaps in reading, writing, maths and phonics for PP compared to Non PP are closed
2	Speech, language and communication delays (including PP/EAL, PP/SEND and PP/EAL/SEND pupils)
3	1 Multiple vulnerabilities including SEND, SEMH and safeguarding needs
4	2 Attendance and punctuality 3 Lower attendance (PP 90.7% vs Non-PP 95.3%)
5	Access to wider opportunities for enrichment

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
Increased attainment at ARE /GD at statutory points of assessment for disadvantaged pupils.	PP pupils achieve at least in line with national comparators at EYFS, KS1 and KS2



Increase phonics attainment	Y1 and Y2 phonics results meet or exceed national data
Attendance	Ensure attendance of disadvantaged pupils is at least 95%
Strengthened wellbeing and SEMH	Pupils are able to self-regulate and manage emotions in appropriate way. Behaviour concerns decrease over the year. Children who are being supported are able to achieve via their reward charts. Wellbeing sessions support children to use tools to support social communication.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £86,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher and Associate Staff Development model – CPD program to develop reflection skills and embed new skills introduced in training Staff CPD / NPQML/NASENCO/NPQH	Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes - High quality staff CPD is essential to follow EEF principles. External Consultant support, 12 visits over the academic year for SLT. External NPQ CPD for DHT, Y6 Lead and NASENCO. Middle Leader training from Headteacher. Staff meetings and INSET focussed on School priorities. The school takes part HEP Peer Challenge. As well as Maths mastery hub in Hounslow.	1,2,3,4,5
Additional teacher for teaching and focussed teaching for small groups /interventions.	Tier 1 of the EEF research into the principles of Pupil Premium spend highlights the importance of having an 'effective teacher is in front of every class - the opportunity for our most experienced and senior staff to be delivering lessons to some of our most vulnerable children. Additional teacher will be used to support and model high quality first wave 1/2 teaching across school to ensure teaching is at least good. There will be clear feedback for learning and progress, with a particular focus on PP children to ensure PP attain as well as their peers- particularly in core subjects	1,2,3
Read Write Inc training CPD Focused CPD for consistent high quality	On entry data for phonics is Year 1 30% this is below National data of 80%.	1,2,3



<p>phonics teaching across EYFS and KS1/ LKS2. Identification of strategies and interventions to close gaps in phonics from end of Y1, Y2 and into Y3 to ensure children continue to make good progress towards reading and reading comprehension.</p> <p>Frash start package for KS2 to support reading.</p> <p>CPD for all/new staff, resources to support approach.</p> <p>Resources to support RWI approach, including early reading resources.</p>	<p>Exit data for Year 2 test results was 87% in July 2025 this is below NA of 91% cumulative, Year 1 results 81% compared to NA 80%</p> <p>Evidence suggests that systematic teaching of phonics alongside high quality training and professional development is likely to increase impact. To support the development of decoding, children are likely to benefit from activities focusing on alphabet knowledge and phonological awareness.</p>	
<p>Planning support for staff. Team teaching to support understanding of use of AfL to support high quality T&L. Development, support and CPD for, Rosenshine and Assessment for learning.</p> <p>Training for Pixl platform for all staff to use to address gaps for therapies.</p>	<p>Evidence suggests that when new approaches are introduced, high quality training and professional development is likely to increase impact. To support the development of cooperative learning that will impact all children to participate in lessons equally.</p>	1,2,3

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

Budgeted cost: £ 74,585

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To identify and target children for weekly group interventions for learners who are not making required progress in core skills in reading, writing and or maths.</p>	<p>Tier 2 of the recognised approach towards best supporting PP children. Through 1:1 small group and whole class delivery of targeted support can develop independent skills to support closing the gap in key areas of the curriculum.</p> <p>This will be aided through academic targeted subscriptions to support Phonics, Fresh start, Timetables, , Reading and Phonological awareness and a booster teacher hired to support vulnerable groups in fundamental skills.</p>	1,2,3
<p>Speech and Language Therapist to carry out screenings for children who have concerns and tailor bespoke programmes for individuals and</p>	<p>Baseline for Communication skills. Pupils and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception.</p>	1, 2, 3,6



groups. In addition, carry out therapy groups provide assessment and advice 1 day per week	In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.	
Identify children in need of social and emotional support. Once identified all children will take part in Wellbeing sessions. Children identified with significant SEMH need will be referred to the Play therapy sessions run by Catholic Child's Society.	Structured interventions are a 'key component of an effective Pupil Premium strategy'. However, it is a key challenge for the school to ensure that the interventions outside of the classroom are linked to the learning inside the classroom and communication Interventions are designed and targeted to support children's social and emotional needs with the aim to improve self-esteem and ensure positive wellbeing.	1,2,3

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

Budgeted cost: £ 28,346

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and punctuality have a significant impact on outcomes for all pupils. Development of rewards scheme for all pupils and monitoring system for PA. Support work with vulnerable families to support positive attendance. Personalised tracking of disadvantaged pupils' attendance and punctuality alongside bought SASS support aims to improve attendance and therefore outcomes for disadvantaged pupils. Attendance officer with SLT to ensure the attendance and punctuality of pupil premium children is high. Regular meetings to be held to monitor attendance and decide on actions to reduce persistent absence. Targeted support from SASS for families struggling with attendance	There's a clear link between poor attendance and lower academic achievement DfE research (2015)	4
To ensure all PP children have access to the wider curriculum opportunities, including trips and visits, allow children to learn through first hand experiences Subsidised trips across the school from reception to Y6 Trips/Clubs Music Service Extra curricular clubs	Social and emotional studies have shown that achievement improves with greater social and emotional understanding which can impact on learning outcomes by an average of 4 months. A wide range of adventure activities are linked with increased academic achievement. Increased access to these opportunities aims to increase a young child's cultural capital and develop life skills.	5



<p>Ensuring parental engagement supports learning at home and regular communication with school is encouraged. Subscription to Seesaw / Read Write Inc to provide a platform to school home learning. SATS parents' briefings Regular parent workshops to take place for learning</p>	<p>Parent demonstrated a great appreciation of the time given so that they could better understand the targeted support being provided for their child. Engaging Research suggests that the impact of raising parents' aspirations is important for support disadvantaged pupils. +3 months</p>	<p>5</p>
---	--	----------

Total budgeted cost: £ £189,375



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.

Pupil Premium Impact Report 2024-2025						
Number of pupils supported by Pupil Premium funding						
1. Summary Information						
School	Edison Primary School					
Academic Year	2024-2025	Total PP Budget	£194,620	LAC	0	
Total Number of Pupils	399	Number of pupils eligible for PP	131			
Intended outcome	Success criteria					
Increased attainment at ARE /GD at statutory points of assessment for disadvantaged pupils.	Disadvantaged pupils attain in line with or above national data at EYFS, KS1 and KS2 (July 2024) points of assessment					
Increase phonics attainment	Percentage of children achieving pass mark in Y1, and 2 phonics is line with peers and national data.					
Attendance	Ensure attendance of disadvantaged pupils is at least 96%					
Wellbeing	Pupils are able to self-regulate and manage emotions in appropriate way. Behaviour concerns decrease over the year. Children who are being supported are able to achieve via their reward charts. Wellbeing sessions support children to use tools to support social communication.					
2024-2025 Key Stage 2 Results						
Year – 56 pupils End of Year Attainment 24-25 (2025 KS2)						
	PP – 24pupils	Non-PP – 32 pupils	Gap	PP Stable – 12 pupils	School - All	National – All 2025
% achieved expected levels in Reading	79	81	-2	92	73	75
% achieved expected levels in Writing	67	77	-10	75	70	72
% achieved expected levels in Maths	79	81	-2	83	84	74
% achieved expected levels in RWM	58	74	-16	58	66	62



Comment:

- Y6 14 SEND pupils
- Y6 11 PP/SEND SEND Support pupils
- Y6 3 pupils EHCP/ PP

2025 MTC Year 4

Cohort 56 pupils	PP – 15 pupils	Non PP – 41 pupils	Gap	School – All	National – All 2025
%of pupils scoring full marks (25/25)	40	68	-18	54	38

Comment:

- 11 pupils SEND
- 1 pupil PP/ EHCP
- 1 pupils PP/SEND

2024-2025 Key Stage 1 Results

KS1Year - 2 58 pupils End of Year Attainment 24-25

	PP – 17 pupils	Non PP –41 pupils	Gap	School - All	National – All 2025
% achieved expected levels in Reading	53	73	-18	67	71
% achieved expected levels in Writing	29	65	-41	53	64
% achieved expected levels in Maths	47	70	-34	66	72
% achieved expected levels in RWM	29	65	-37	53	59

Comment:

- 12 pupils SEND
- 8 pupils PP/ SEND who pull down the PP data
- 1 pupil PP/ EHCP
- 7 pupils PP/SEND

Current attainment – 2025 Phonics

	Cohort	PP	Non PP -	Gap	School – All	National – All 2025
Y2 % achieved expected levels in phonics	55 (16PP)	88%(16)	85%(39)	+3	87	91
Year 1 % achieved expected levels in phonics	58 (18 PP)	56% (18)	93%(40)	-37	81	80



Comment:

- Y1 12 SEND pupils
- Y1 4 pupils SEND/PP
- Y1 2 pupils EHCP/ PP
- Y1 2 pupils SEND /PP has SEND support.
- Y2 12 pupils SEND
- Y2 6 pupils SEND/PP
- Y2 1 pupil EHCP/ PP

2025 EYFS GLD EYFS End of Year Attainment

Cohort 40 pupils	PP – 4 pupils	Non PP – 36 pupils	Gap	School – All	National – All 2025
% reaching Good level of development (GLD)	75	69	+6	73	69

Comment:

Reception 4 SEND pupils

1 pupil with EHCNA/ PP

Attendance 2024 – 2025

	2024 – 2025 %	National Attendance % 2025 (latest figures available)
Pupils on Roll for Period	399	
Attendance Year to Date	94.2	95.2
Pupil Premium (131)	93	
Not Pupil Premium (268)	95	