

# Pupil premium strategy statement – Alder Grove C of E Primary School – 2025-2026

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	406
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2023-2026
Date this statement was published	Autumn Term 2025
Date on which it will be reviewed	Autumn Term 2026
Statement authorised by	Mr Philip Theobald
Pupil premium lead	Miss Anna Cresswell
Governor / Trustee lead	Mrs Barbara Stanley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,380
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£17,380

# Part A: Pupil premium strategy plan

## Statement of intent

At Alder Grove CofE Primary School, our Christian vision shapes everything we do. All members of our school community are committed to living out our core values of:

- Kindness
- Service
- Truthfulness
- Forgiveness
- Courage
- Perseverance

We believe that the highest possible standards can only be achieved by maintaining the highest expectations for all learners. Some pupils from disadvantaged backgrounds may require additional and bespoke support; therefore, we will use all available resources to ensure equity of opportunity and create the right conditions for every child to grow and flourish.

Our strategy prioritises **quality-first teaching**, underpinned by inclusive practices that reduce attainment gaps for disadvantaged pupils. This approach is proven to be highly effective, not only for supporting disadvantaged pupils but also for benefiting the wider class.

Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment rather than assumptions about the impact of disadvantage. The strategies we have adopted complement each other to help all pupils excel. To achieve this, we will:

- Ensure disadvantaged pupils receive appropriate scaffolding to access all learning
- Provide challenge through high-quality tasks and expectations
- Act early to intervene at the point need is identified
- Adopt the DfE's 'menu of approaches', including:
  - Supporting high-quality teaching through staff professional development
  - Providing targeted academic support
  - Tackling non-academic barriers to success, such as attendance, behaviour, and social-emotional wellbeing
- Align with the TKAT Strategy Overview

When considering the use of Pupil Premium funding, we also take into account other vulnerable groups, such as children with a social worker or looked-after children. These

groups will be supported through the outlined strategies to promote both academic success and emotional wellbeing.

## Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils are not yet meeting end-of-year progress and attainment targets, particularly in writing (current: Writing 52.9% on track or higher) and reading (76.5% on track). Gaps are evident in composition, vocabulary and transcription/fluency.
2	Some disadvantaged pupils are also EAL (school-wide EAL 35%); some pupils show assessed language deprivation or limited oral language/vocabulary which restricts curriculum access and slows progress.
3	Limited access for disadvantaged pupils to enrichment and extracurricular activities (clubs, trips, music) due to cost and logistical barriers risks reduced cultural capital and personal development.
4	Increased needs around social, emotional and mental wellbeing (SEMH) for a subset of disadvantaged pupils requiring targeted SEMH support to access learning fully.
5	Disruptions to learning from broken weeks of attendance (persistent intermittent absence for a small number of disadvantaged pupils) reduce teaching time and impede progress.

## 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
Improved attainment and progress for disadvantaged pupils in reading, writing and maths, with marked improvement in writing.	By end of academic year: increase proportion of disadvantaged pupils 'on track or higher' to at least: Reading 85%+, Writing 70%+, Maths 90%+ (incremental targets each term monitored through assessment). Disadvantaged pupils' progress measures show narrowing of gap with non-disadvantaged peers. By end of academic year: increase proportion of disadvantaged pupils 'on track or higher' to at least: Reading 85%+, Writing 70%+, Maths 90%+ (incremental targets each term monitored through assessment). Disadvantaged pupils'

	progress measures show narrowing of gap with non-disadvantaged peers.
EAL and language-deprived disadvantaged pupils close language and vocabulary gaps	Termly language-screening shows accelerated improvement in oral language and vocabulary scores for targeted group; classroom observations show more confident pupil talk; reduced proportion of disadvantaged EAL pupils needing intensive catch-up by year end.
Full participation in enrichment and extracurricular offer	100% of disadvantaged pupils are offered subsidised places for at least one extracurricular club and at least one trip/visit per year; attendance and engagement data show parity with peers.
Improved SEMH outcomes and pupil readiness to learn	SEL baseline and termly measures (e.g., Strengths and Difficulties Questionnaire or school's wellbeing tracker) show improvements in targeted pupils; fewer behavioural incidents; improved classroom engagement and reduced referrals to external services.
Fewer disrupted weeks of learning due to attendance	Reduce number of pupils with broken weeks/irregular attendance among disadvantaged children by 50% year-on-year; overall attendance for disadvantaged pupils rises to at least 96% (aligning with whole-school attendance).

## 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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc. Phonics Training	<a href="http://ruthmiskinliteracyinc.readwriteincresearchandevidencexbviibh.pdf(ruthmiskin.com)">ruth miskin literacy inc - read write inc research and evidence xbviibh.pdf (ruthmiskin.com)</a>	1, 2
Whole-school CPD programme focused on high-quality writing instruction (planning for composition, modelling, sentence-level work, transcription and purposeful	EEF: "Improving Literacy in KS2" and the EEF Guidance highlight the impact of high-quality teaching and targeted literacy approaches; EEF guidance on Professional Development and effective coaching outlines benefits of classroom coaching and feedback for teacher practice. <a href="#">EEF</a>	1

practice). CPD includes coaching cycles, in-class modelling and moderation across Key Stages.	<a href="#">Improving Literacy in KS2, EEF Effective Professional Development</a>	
Strengthen phonics and early reading progression with fidelity checks (systematic synthetic phonics, reading practice, home-reading engagement). Use the Trust's moderated phonics approach and benchmarked assessment.	EEF: Systematic phonics approaches have a positive impact on early reading; EEF reading guidance emphasises early reading and phonics as high-impact. <a href="#">EEF Systematic Phonics, EEF Reading Guidance</a>	1
Continued development of Maths Mastery Approach – focus on Mastering Number approach	<a href="#">Supporting Research, Evidence and Argument   NCETM</a>  <a href="#">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a>	1
Explicit vocabulary instruction and classroom talk routines across curriculum subjects; implement tiered vocabulary planning and deliberate practice in lessons.	EEF: Oral language interventions and vocabulary instruction show positive impacts on attainment; EEF guidance on oral language interventions. <a href="#">EEF Oral Language Interventions</a>	1, 2
Use curriculum sequencing and well-defined end points in each subject with subject leaders supported by Trust; embed assessment for learning (AFR) strategies to identify gaps quickly.	EEF: High-quality curriculum plans and assessment for learning improve learning outcomes; EEF guidance on Curriculum Planning and Assessment. <a href="#">EEF Teaching and Learning Toolkit</a>	1

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc. Phonics interventions x5 a week.	<p>Education Endowment Fund Teaching &amp; Learning Toolkit + 5 months. (evidence strength = very high)</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-and-learning-toolkit/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Evidence shows that explicit and systematic phonics teaching such as RWI interventions strongly supports progressing for early readers.</p>	1, 2
Pre-learning sessions to clarify Tier 2 and 3 subject specific vocabulary and maths to support progress and attainment of targeted children.	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-and-learning-toolkit/teaching-assistant-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The EEF Teaching and Learning toolkit suggests that teaching assistant interventions can provide up to +4 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-and-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-and-learning-toolkit/teaching-assistant-interventions</a></p> <p>The EEF Teaching and Learning Toolkit suggests that the average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-and-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-and-learning-toolkit/small-group-tuition</a></p> <p>Removing potential barriers to participation increases attendance – Barriers to Learning for Disadvantaged Groups, Jodie Pennacchia.</p>	1, 2
Development of PP Nurture Group – fortnightly session with Pastoral Lead to share and celebrate successes	Removing potential barriers to participation increases attendance – Barriers to Learning for Disadvantaged Groups, Jodie Pennacchia.	4, 5
Development of Flash Academy EAL	<a href="https://www.academyeal.com/Prof_S_Strain.pdf">EAL and educational achievement Prof S Strand.pdf</a>	2

intervention across the school	<a href="#"><u>Joint review commissioned to narrow the attainment gap for EAL...   EEF</u></a>	
Small-group, targeted writing interventions for disadvantaged pupils below age-related expectations; monitored with entry/exit data and regular fidelity checks.	EEF: Small-group tuition has moderate impact on attainment when well-structured and targeted. <a href="#"><u>EEF Small Group Tuition</u></a>	1
Targeted oral language and EAL-specific sessions: planned language development (precision teaching of vocabulary, sentence stems, narrative practice, paired talk) and use of EAL screening to tailor support.	EEF: One-to-one tuition can be effective for accelerating progress for disadvantaged pupils when structured and high-quality. <a href="#"><u>EEF One to One Tuition</u></a>	2
Structured reading practice and comprehension sessions (including reciprocal reading strategies) for disadvantaged readers; timely assessments to guide groupings.	EEF: Guided reading and reading comprehension strategies have positive impacts on reading attainment. <a href="#"><u>EEF Reading Guidance</u></a>	1, 2
Support staff deployment plan: TAs trained in delivering structured interventions (e.g., precision teaching, EAL interventions, pre-teaching vocabulary)	EEF: Teaching assistant interventions can be effective when TAs are well-trained and used to deliver structured, evidence-based programmes under teacher guidance. <a href="#"><u>EEF Teaching Assistant Interventions</u></a>	1, 2

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

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Admin and payments related to peripatetic music, sport and other	Education Endowment Fund Teaching & Learning Toolkit + 1 month (evidence strength = moderate)	3, 4

<p>extra- curricular opportunities.</p> <p>PP children given priority access to book onto clubs.</p> <p>Access to weekly drama intervention to support emotional wellbeing and self-esteem.</p>	<p><a href="#">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Participation with sports and other extra-curriculum activities has links with improved mental health and therefore greater access with the curriculum.</p> <p>EEF: Arts participation and enrichment programmes can contribute to wider outcomes and engagement; parental engagement and enriched experiences support cultural capital development. <a href="#">EEF Arts Participation</a>, <a href="#">EEF Parental Engagement</a></p>	
<p>Admin and payments related to trips.</p> <p>Subsidised enrichment (trips, instruments, clubs) and targeted offers (ensuring disadvantaged pupils attend at least one club and one trip per year); connect enrichment to curriculum and SIAMS distinctiveness (visits that support personal development and Christian values).</p>	<p>We are mindful of wider pressures on some families and that enrichment opportunities which provide children with cultural capital are not affordable for all. As a school, we are fully committed to supporting our families and to reducing the impact of financial limitations.</p> <p>EEF: Arts participation and enrichment programmes can contribute to wider outcomes and engagement; parental engagement and enriched experiences support cultural capital development. <a href="#">EEF Arts Participation</a>, <a href="#">EEF Parental Engagement</a></p>	3, 4, 5
<p>Support parents whose children have been identified as having low attendance through the use of the Pastoral and Attendance Lead within school.</p>	<p>EEF Evidence on Attendance Interventions for School – Aged Pupils (November 2021) Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001).</p>	5

<p>Family and parental engagement: workshops (reading, supporting writing at home, language development for EAL families), termly family liaison meetings, signposting to Trust/family services; use of translated communications for EAL families.</p>	<p>EEF: Parental engagement interventions have positive effects on pupil outcomes; home-school communication supports attendance and learning. <a href="#">EEF Parental Engagement</a></p>	<p>2, 3, 5</p>
<p>SEMH provision: in-school pastoral-trained staff, small-group social and emotional learning (SEL) programmes, access to school mental health worker and referral pathways to external services where needed. Use termly wellbeing tracking to monitor impact.</p>	<p>EEF: Social and emotional learning interventions have a positive impact on attainment and behaviour; structured SEL programmes help improve outcomes. <a href="#">EEF Social and Emotional Learning</a></p>	<p>4</p>
<p>Breakfast club with subsidised/free places for disadvantaged pupils to improve readiness to learn and reduce late arrivals; supplemented by targeted parental engagement.</p>	<p>EEF: Out-of-school-hours programmes (including breakfast clubs) and removal of barriers to attendance can improve engagement and learning. DfE guidance highlights the role of wraparound care in supporting attendance and pupil wellbeing. <a href="#">EEF Out-of-school-hours Programmes, DfE Working together to improve school attendance</a></p>	<p>3, 5</p>
<p>Attendance support package: early identification of broken weeks, attendance officer time, targeted parent outreach, trust-supported casework, incentive</p>	<p>DfE: Guidance on improving school attendance with stepwise approaches; EEF/other reviews show targeted attendance work helps reduce absence and improves attainment. <a href="#">DfE Working together to improve school attendance</a></p>	<p>5</p>

strategies and attendance panels; home visits where needed.		
Dedicated alternative provision to support children with SEMH	EEF: Social and emotional learning interventions have a positive impact on attainment and behaviour; structured SEL programmes help improve outcomes. <a href="#"><u>EEF Social and Emotional Learning</u></a>	4

**Total budgeted cost: £18000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

PP funding received by the school was been spent in a highly targeted way in order to ensure our most disadvantaged pupils flourish. Evaluation of academic outcomes and access to learning experiences have identified the below strengths:

- Pupils have had equality of access to extra-curriculum provision
- Most PP children either met ARE or above in the 2024-25 academic year (75% reading, 74% writing & 91% maths)
- Pupils with limited progress and/or working below their age expected attainment level have been identified through teacher assessments and had interventions identified for them. The school's SIP focused on the development of high-quality teaching.

Our assessments and observations indicated that pupil wellbeing and mental health continues to be a focus for PP children and families.

This Pupil Premium Strategy for Alder Grove CofE Primary School sets out a coherent, evidence-led plan aligned to the DfE Menu of Approaches and the school's context (high EAL proportion, low absolute FSM numbers, strong overall attendance, priorities for curriculum development and SIAMS distinctiveness). The strategy prioritises high-quality teaching (CPD, writing and vocabulary), targeted academic support (tutoring, EAL and reading/writing interventions), and wider strategies (SEMH, attendance and enrichment) with clear success criteria, monitoring arrangements and evidence references. Implementation will be monitored termly by the PP lead, SLT and governors with the support of Keys Academy Trust to ensure impact and value for money.

### Externally provided programmes

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

Programme	Provider
Read Write Inc. Phonics	Ruth Miskin Training
Speech Link	Speech Link Multi Media Ltd
Drama Club	TheatriKids
Flash Academy	Flash Academy
Climbing intervention	Foundry College