

Pupil premium strategy statement – Alderwood Primary School

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	192
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025/2026
Date this statement was published	31 st December 2025
Date on which it will be reviewed	1 st December 2026
Statement authorised by	David Guy
Pupil premium lead	Jo O' Donnell
Governor / Trustee lead	Chris Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£181,800
Recovery premium funding allocation this academic year Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.	£0
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	£181,800

Part A: Pupil premium strategy plan

Statement of intent

Children who are in receipt of PP funding are over 50% of our school community (60%). We are very aware of the challenges that they may face, but pride ourselves on being able to close learning and wider opportunity gaps for all our children, with a particular focus on those children who are in receipt of this funding. Our highly skilled team always remain focused on making sure children 'keep up' by using various high quality, responsive strategies, and research proven pedagogical approaches. We adopt a research-led approach when planning our Pupil Premium spend and follow the findings provided by the Education Endowment Foundation. Alderwood continues to be committed to tackling early inequalities and are proud to say that at times, we close the gap completely, for example in 2023 83% of children in receipt of PP funding achieved age related expectations in the combined measure compared to 77% of our entire cohort. In 2024, 78% of children in receipt of pupil premium funding achieved age related expectations (7 out of 9 children). Whilst in 2025, 85% of children in receipt of pupil premium funding achieved age related expectations.

Challenges

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

Challenge number	Detail of challenge
1	We know that many of our children enter our Reception Class with delayed speech and oracy skills. We have a whole school commitment to raising the profile of oracy across our school.
2	The school works tirelessly to identify and close any disadvantage gaps, through the use of high quality teaching approaches, tutoring, interventions and use of assistive technology
3	Through the work that our LM/FSW does with our families, we know that there is a need to support both children and parental mental health across the school.
4	Our attendance data shows that persistent absence is affecting some children's well-being and attainment. Some children are not attending school every day. We are also concerned about the children who may be presenting with Emotion Based School Avoidance (EBSA).

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.


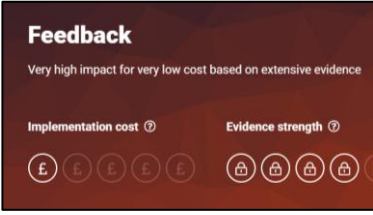
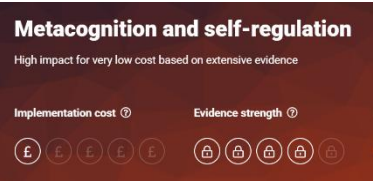

Intended outcome	Success criteria
Improved oracy and speech skills for all our children that may need it, with a particular focus on those who have been disadvantaged.	Observations, PDMs, professional dialogue and NELI assessments show fewer children with a recognised speech delay and more children acquiring the skills needed to participate fully in our dialogic classrooms.
Ensure that all children reach their full potential and secure a strong combined measure.	The combined measure remains above national, and through careful planning and precision teaching, the vast majority of our children who have been disadvantaged make exceptional progress and secure EXP for all three core subject areas.
To support children and families to improve their mental health and wellbeing by ensuring they have a sense of belonging to our school community and feel empowered to reach out to us for support when needed.	Parental Questionnaires show an increase in mental health and engagement with school. Parental engagement shows an increase in attendance at Parents' Evening, workshops, and other school-based events.
Attendance percentage, for all children, increases to an overall percentage of 96% or above.	Target children are swiftly identified and meetings held with parents to overcome barriers to attendance quickly. Senior Leaders, alongside the AAO, support parents to understand the importance of regular attendance and the impact poor attendance has on attainment outcomes and relationships with staff and peers.


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


Budgeted cost: £101,611.00

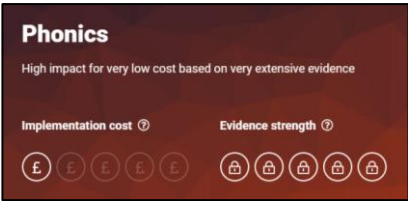
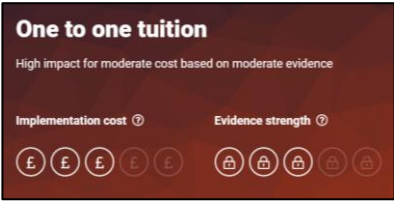
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To promote oracy across our school by ensuring that teachers are planning key moments to teach this important skill</p>	<p>Partner work and peer coaching strategies to be used across our school. EEF:</p>  <p>Collaborative learning approaches High impact for very low cost based on limited evidence</p> <p>Implementation cost: 5 coins (1 gold, 4 silver) Evidence strength: 5 coins (5 silver)</p>	<p>1</p>
<p>High quality First Teaching from all staff including LSAs to ensure precise feedback is given to all children to avoid misconceptions being embedded</p>	<p>Feedback is extremely powerful and ensures that children receive the intervention they need at the right time. EEF:</p>  <p>Feedback Very high impact for very low cost based on extensive evidence</p> <p>Implementation cost: 5 coins (1 gold, 4 silver) Evidence strength: 4 coins (4 silver)</p>	<p>1, 2</p>
<p>Direct Instruction is embedded as a pedagogical approach in teaching across the curriculum</p>	<p>Studies shown good progress is made, especially SEND and disadvantaged.</p>  <p>Metacognition and self-regulation High impact for very low cost based on extensive evidence</p> <p>Implementation cost: 5 coins (1 gold, 4 silver) Evidence strength: 5 coins (5 silver)</p>	<p>2</p>
<p>To develop reading comprehension strategies which support pupils to comprehend meaning</p>	<p>Reading comprehension strategies are taught explicitly through engaging texts, and applied across the curriculum</p>  <p>Reading comprehension strategies High impact for very low cost based on moderate evidence</p> <p>Implementation cost: 5 coins (1 gold, 4 silver) Evidence strength: 4 coins (4 silver)</p>	<p>2</p>

<p>LSAs to be delivering high quality interventions, including pre & post teaching to ensure that children secure key concepts quickly</p>	<p>LSAs are a key resource across our school and are highly skilled members of our team.</p> <p>EEF:</p>  <p>The graphic shows 'Teaching Assistant Interventions' with a subtitle 'Moderate impact for moderate cost based on moderate evidence'. It features two progress indicators: 'Implementation cost' with 5 coins and 'Evidence strength' with 5 padlocks.</p>	<p>2</p>
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Targeted academic support

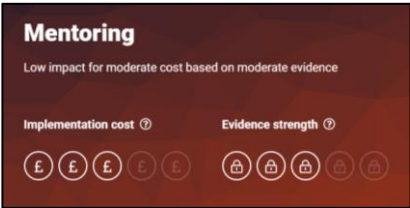
Budgeted cost: £30,053

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to deliver the NELI programme to all eligible children in Reception</p>	<p>The NELI programme is a well regarded language intervention and in school data shows that:</p> <p>In 2021 83% of children who participated in NELI went from well below average/below average to no concerns.</p> <p>In 2022 60% of the children participating in NELI went from below average to no concerns.</p> <p>In 2023 50% of the children went from below average to no concerns.</p> <p>EEF:</p> <p>In 2024, 100% of children who participated in NELI went from slight or clear concern to no concerns.</p> <p>In 2025, 75% of children went from slight or clear concerns to no concerns. 25% of children were one percentile away from showing no concerns.</p>  <p>The graphic shows 'Oral language interventions' with a subtitle 'Very high impact for very low cost based on extensive evidence'. It features two progress indicators: 'Implementation cost' with 5 coins and 'Evidence strength' with 5 padlocks.</p>	<p>1</p>

<p>To ensure that Reading Flooding, Rapid Catch Up & SEND Interventions are consistently happening across the school</p>	<p>All children are keeping up with the teacher to ensure that they secure 32+ in the Phonic Screening Check in Yr 1 and are able to access the rigours of KS 2 when they enter Year 3.</p> <p>EEF:</p> 	<p>1</p>
<p>Ensure that targeted children attend the Yr 5 & 6 Tuition groups.</p>	<p>Gaps in learning are quickly closed and children are 'test' ready in order to achieve ARE in all three of the combined measures.</p> <p>EEF:</p> 	<p>2</p>

Wider strategies

Budgeted cost: £50,136

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to deliver high quality support to families through our FSW and Attendance Advisory Service</p>	<p>Ensure strong relationships are quickly built with our most vulnerable families in order to improve life chances for our children.</p> <p>EEF:</p> 	<p>3</p>
<p>To ensure that staff are aware of the risk factors involved with children's mental health and are ready to support or signpost to our LM or SENDCo</p>	<p>Children must be given the support they need to improve their mental health and wellbeing.</p> <p>EEF:</p>	<p>3</p>

	 <p>Social and emotional learning Moderate impact for very low cost based on very limited evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ</p> <p>£ £ £ £ £ ⓘ ⓘ ⓘ ⓘ ⓘ</p>	
<p>To ensure that staff and parents understand what is meant by the term 'EBSA'</p>	<p>Staff and parents understand why early intervention is important and the impact regular attendance can have to support children to reach ARE combined.</p> <p>EEF:</p>  <p>Parental engagement Moderate impact for very low cost based on extensive evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ</p> <p>£ £ £ £ £ ⓘ ⓘ ⓘ ⓘ ⓘ</p>	<p>4</p>

Total budgeted cost: £181,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

When comparing data between children in receipt of PP funding and those not in receipt of the additional funding, we see that the vast majority of children successfully closed the gap also in individual subject areas. In 2025, 85% of children in receipt of pupil premium funding achieved age related expectations or above combined.

In 2025, the disadvantage gap was 7% between those in receipt of PP funding, and those not in receipt of funding. We are aware that in order for us to secure such outcomes for our PP children, we need to be delivering precise, responsive teaching on a daily basis.

Based on all the information above, the performance of our disadvantaged pupils was in line with our forecasting. We are at present on course to achieve the outcomes we set out to achieve, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that high quality, responsive teaching and carefully planned and consistent interventions delivered by our highly trained LSAs delivers pleasing results for our children.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.