

Pupil premium strategy statement – Allanson Street Primary School

This statement details our 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	450 (Including Nursery)
Proportion (%) of pupil premium eligible pupils	50%
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)	2024/25 2025/26 2026/27
Date this statement was published	5/12/24
Date on which it will be reviewed	5/12/25
Statement authorised by	
Pupil premium lead	Mrs Robyn Glynn
Governor / Trustee lead	Mrs Shirley Nield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£317370.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£317370.00

Part A: Pupil premium strategy plan

Statement of intent

At Allanson Street, we belong, believe, aspire and achieve

We are the best we can be

Mission Statement:

At Allanson Street Primary School, we give every child the life chances they deserve no matter what their starting point or the obstacles they may encounter.

Children leave us well equipped with the knowledge, skills and values needed to become happy, confident, productive citizens ready and willing to make a positive contribution to the world.

High-quality teaching remains at the heart of our approach, with a focus on areas in which our disadvantaged pupils require the most support, considering individual and group needs. This approach has been proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefits our non-disadvantaged pupils. It is our intention that our non-disadvantaged pupils' attainment will be improved alongside their disadvantaged peers.

Our pupil premium strategy is designed to ensure that all pupils, especially those who are disadvantaged or face unique challenges such as having a social worker or being young carers, can achieve high standards and make significant progress across all subjects. By addressing the specific needs of these vulnerable groups, we aim to create an inclusive environment that supports not only those who are disadvantaged but also high attainers, ensuring that every student can succeed academically.

To effectively support our disadvantaged pupils, we will implement a structured approach that relies on thorough diagnostic assessments, to understand both common challenges and individual needs. This will ensure that our disadvantaged children are consistently challenged in their academic work, areas of need will be identified early, intervention will be prompt. We aim to foster a whole school culture in which every staff member is committed to raising expectations and enhancing outcomes for disadvantaged students.

Although behaviour is good overall, we acknowledge that some students, particularly those considered disadvantaged, face significant social and emotional challenges that can impact their self-esteem and mental health. We aim to work together, with children and families, to create a school environment conducive to our children's success and well-being and to support families in ensuring the same at home where need is identified.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with Reading than their peers.</p> <p>In the 2024 Y1 phonics check non-disadvantaged children outperformed disadvantaged children by 19%. Data over the last 3 years indicates that phonics attainment at Y1 among our disadvantaged pupils has been between 15.3– 40% lower than for non-disadvantaged pupils.</p> <p>At the end of Key Stage 2 data over the last 3 years indicates that attainment in Reading among our disadvantaged pupils has been between 14%-21% lower than for non-disadvantaged pupils.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with Writing than their peers.</p> <p>At the end of Key Stage 2 data over the last 3 years indicates that attainment in Writing among our disadvantaged pupils has been between 2%-27% lower than for non-disadvantaged pupils.</p>
3	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with Maths than their peers.</p> <p>At the end of Key Stage 2 data over the last 3 years indicates that attainment in Maths among our disadvantaged pupils has been between 14%-39% lower than for non-disadvantaged pupils.</p>
4	<p>Although the Senior Leadership Team promotes the family ethos of the school through a culture of respect, trust and high-quality relationships and behaviour in class from most children is very good However, an increasing number of disadvantaged children are struggling to manage their emotions, more work can be done to fully understand and support the needs of children when they are highly dysregulated – particularly for those children who feel heightened more regularly.</p>
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1.6 – 4.3 % lower than for non-disadvantaged pupils.</p> <p>During the year 2023-2024 18.3% of disadvantaged pupils were ‘persistently absent’ compared to 8.9% of their non-disadvantaged peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>

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 reading attainment among disadvantaged pupils.	Y1 Phonics outcomes in 2026/27 show that more than 75% of disadvantaged pupils met the expected standard. KS2 reading outcomes in 2026/27 show that more than 75% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils.	KS2 maths outcomes in 2026/27 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2026/27 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 3% the percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 10% lower than their peers.
All staff feel confident in recognising and supporting children's emotional regulation	Pupil behaviour, pupil voice and engagement data shows improvements for targeted children.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	<p>1,2,3</p>
<p>Improved monitoring and delivery of our DfE validated Systematic Synthetic Phonics programme RWI.</p> <p>Regular update training for all staff and specific training for targeted staff to secure stronger phonics teaching for all pupils.</p> <p>We will fund a TLR and teacher release time to monitor embed the principles.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	<p>1,2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund a TLR and teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support in Reading, Writing and/or Maths delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1,2,3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	1,2

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p>	4

<p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>		
<p>Develop a Whole-School Approach to Emotional Regulation providing targeted Support for vulnerable children.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>5</p>

Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.