

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

Blue font is used to show information specific to 2025/6 – the previous year's information remains to show changes within this 3 year strategy.

School overview

Detail	Data
School name	Allenton Primary School
Number of pupils in school	297 267
Proportion (%) of pupil premium eligible pupils	64% (189 children) 63% (169 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/5-2026/27 2025/6
Date this statement was published	December 2024 December 2025
Date on which it will be reviewed	Annually
Statement authorised by	Jacqui Trowsdale
Pupil premium lead	Jacqui Trowsdale
Governor / Trustee lead	Siobhan Dell Noel Sanders

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£263,786.67
Recovery premium funding allocation this academic year	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	£ 263,786.67 Trust services (6%)

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Part A: Pupil premium strategy plan

Statement of intent

At Allenton Primary School, we are committed to ensuring that every child, regardless of their background, has access to a high-quality education and opportunities to thrive. Situated in a vibrant and diverse community, our school serves an area where many families face significant social and economic challenges. These challenges can create barriers to learning and limit the life chances of some of our children.

Our Pupil Premium strategy is rooted in a commitment to equity and inclusivity, ensuring that disadvantaged pupils receive the targeted support they need to achieve their full potential. By addressing the barriers that may hinder learning, we aim to close the gaps in attainment and progress between disadvantaged pupils and their peers, with a particular focus on core areas such as reading, writing, and mathematics.

We also recognise the importance of supporting the whole child. Alongside academic progress, we are dedicated to fostering emotional, social, and mental well-being so that every pupil feels confident and ready to learn. In addition, we aim to provide access to enriching experiences that inspire ambition, nurture talent, and broaden cultural horizons, ensuring that all children have opportunities to succeed beyond the classroom.

Our strategy is not only about supporting individual pupils but also about strengthening our school community. By engaging with families and the wider community, we hope to build strong partnerships that will create a positive, lasting impact on the lives of our children. This strategy is integral to our mission of breaking down barriers to success, fostering resilience, and helping pupils aspire to and achieve brighter futures.

The implementation of our Pupil Premium strategy will be guided by evidence-based practices and informed by the latest research to maximise its impact. We will continuously monitor and evaluate its effectiveness, ensuring that resources are used effectively to bring about meaningful change. Together, as a school and community, we are committed to empowering every child to flourish and contributing to the long-term success and well-being of the Allenton area.

As this strategy spans a three-year period, outcomes in the first year establish a clear baseline from which sustained improvement is expected, particularly in relation to early reading, attendance and end-of-key-stage attainment.

Challenges

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

Challenge number	Detail of challenge
1	Low starting points on entry of all children, but especially those in receipt of the PP grant mean that the children begin school with gaps that need to be overcome. This is especially true of Reading, Writing and Maths with the biggest difficulty being a language deficit.
2	Higher than average EAL population (current 34% current 41% compared to National of 23%), 31% 36% of disadvantaged children also have EAL. This further contributes to difficulties with language acquisition and the subsequent vocabulary gap. Therefore, phonics and early reading are a key priority needed to support children who may not have encountered English or who may lack access to quality texts and English conversation.
3	Mental and physical health of the children coming in to school is impacted by the school and surrounding area being in the second most deprived decile in the country (using Index of Multiple Deprivation), with some families coming from the most deprived decile. Many of the families in school access food banks and need additional support and guidance to access appropriate services to support them. This can then have an impact on behaviour – 22/67 32/69 of the children on the SEN register have a Primary concern as SEMH.
4	Families within our school do not necessarily have access to a wide variety of experiences, often they have not experienced holidays, have very localised experiences of days out (some have not been beyond Allenton, even to Derby) and have limited experience of jobs and careers. Aspirations within school have improved over time but this continues to be a challenge to be overcome.
5	Attendance is a key factor which affects the children and though much progress has been made on this, attendance is still not at national levels. For the academic year 2023/24 overall attendance was 95.23% (93.93 for PP/97.58% for non-PP) Overall attendance is on an upward trajectory but the gap between advantaged and disadvantaged children remains.

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
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in Reading/Writing/Maths for KS2 outcomes	In 2023/24 the attainment gap between disadvantaged and non-disadvantaged children was 22% for combined (R/W/M). For Allenton at KS2, the gap was 17%. However, the gap for other year groups is

	currently larger than this – the gap should be reduced to be in line or less than National for the year (less than 20%).
To improve phonics/reading outcomes for children in Y1, with disadvantaged children achieving National levels. Note: Improving phonics and early reading outcomes in Year 1 is intended to strengthen pupils' language foundations, supporting improved attainment and reduced gaps by the end of Key Stage 2 over time.	2023-24 score for disadvantaged children was approximately 68% nationally, at Allenton the disadvantaged children achieved 57%. The aim is for Allenton children to achieve in line with national aims for the year – aiming for 70%.
To support the basic needs of the children ensuring good mental and physical health.	Leuvens data will reflect disadvantaged children to have a score of 4 or 5 for wellbeing.
To enhance and develop the children's cultural capital by providing a variety of experiences and opportunities to develop aspirations.	Children take part in at least three trips/experiences each year, adding to their cultural capital. Percentages of disadvantaged children attending clubs to be in line with percentages representative in school.
To decrease the attendance gap between disadvantaged and non-disadvantaged pupils to 2% or less.	The whole school attendance is improving over the years but the gap has been widening slightly each year with last year (2023) showing the biggest gap (3.65%). The gap needs to decrease, with the ambition that by the end of the 3-year strategy the gap has closed to within 2%.

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: £205,988

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small class sizes – FS-Y4.	Class sizes have been prioritised to be of small size rather than mixed classes of larger size – this supports with teaching support within the classrooms. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1,2
Continued use of Maths No Problem to support consistency in teaching and use of high-quality resources in Maths.	The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Maths No Problem is a recognised quality resource which has been created by experts. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/ https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/textbooks/	1.
Quality first teaching – ongoing employment of teachers and teaching assistants, recognising their further development through CPD including courses, coaching/appraisal process and CPD library. Use of 'Lessons Learned' programme to	Quality first teaching is the first strategy to support addressing the needs of all children but is also the greatest way to support those in receipt of the PP grant. To maintain and quality assure QFT to ensure it is of the highest standard, staff need to be retained, progressed and developed through a variety of strategies. The EEF guide to the Pupil Premium. Education Endowment Foundation. Addressing Educational Disadvantage in Schools and Colleges: The Essex Way Marc Rowland	1, 2.

support teacher development. This programme has changed to 'Flourish' but the principles and application remain the same.		
Embedding of Essential Letters and Sounds phonics programme including ongoing training and resourcing.	The EEF Toolkit states that “phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress.” Educationalists such as Doug Lemov advocate reading as “the gateway to all other curriculum offers” Which means to read, signifying its importance. High quality programme on DfE recommendation: https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes	1.

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

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions used to complement quality first teaching though the use of specialised digital programmes: Times Tables Rock Stars Read theory Lexia Flash Academy Magma Maths	Spaced learning and retrieval practice are recognised practices which enhance the learning of children. Regular practise/application of skills allows children to develop and consolidate skills taught in main lessons, supporting them in keeping up rather than catching up. Rosenshine’s Principles in Action. Tom Sherrington	1,2.
Careful gaps analysis of assessment followed up by interventions based on analysis. Smartgrade	The use of Smartgrade for gaps analysis ensures that the elements which the children complete interventions on are bespoke to them and their needs. Interventions are completed by teachers and TAs who work directly with the class, ensuring that the learning parallels what is taught and thereby enhances rather than detracting from the quality first teaching. Where there are many children needing a specific intervention, then this may be added as a whole class intervention by the teacher, again as a way to enhance the quality first teaching being completed.	1

Premier reading Premier no longer used.	The EEF states that “small group tuition is most likely to be effective if it is targeted at pupils’ specific needs.” They can have a moderate impact of 4+ months. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.	
HLTA completing assessments for children with EAL with follow-up actions, signposting and support including resources as appropriate.	Assessing children accurately on the basis of their language as opposed to a different difficulty means that teachers can more effectively support and adapt their teaching to the children in a bespoke manner. Recommended strategies used by the HLTA relate to the assessments completed, taking into account additional factors and how the children are accessing the curriculum generally. The assessments and recommendations are based on work completed by The Bell Foundation and further references can be found in the following research paper: ‘School approaches to the education of EAL students.’ Anglia Ruskin University & the University of Cambridge (2014)	1, 2
Use of social and emotional interventions such as the use of Lego therapy and zones of regulation.	The use of social and emotional interventions within schools is a proactive measure to supporting the children’s mental health and behaviour but can also be used reactively when combined with the use of Leuven’s data for identification. These interventions take part as groups, allowing children to develop their relationships with others and supporting them in understanding themselves better as well as developing their skills of regulation and reflection. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 5.

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

Budgeted cost: £ 31,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of attendance and safeguarding officer including home visits, text nudges, phone calls and follow up.	When a child attends school on a regular basis, they take an important step towards reaching their full potential, and are given the greatest opportunity to learn new things and develop their skills. Children who miss school frequently can fall behind with their work and do less well in exams. The activities suggested in this document are direct recommendations from ‘Strategies for schools to improve attendance and manage lateness’ Welsh government (2011) and the DfE document, ‘Improving school attendance: support for schools and local authorities’ (2021).	5

	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	
Role for SLT member to develop parent relationships to improve attendance.	Though all SLT members are responsible for communicating with parents and championing attendance through school, identifying a key member of staff to be the figurehead for this means that attendance can be championed more easily and gives the parents a good communication point. Building relationships is central to improving attendance and making this a member of SLT, highlights the importance place both on the role of parents and the concept of attendance. 'Strategies for schools to improve attendance and manage lateness' Welsh government (2011) and the DfE document, 'Improving school attendance: support for schools and local authorities' (2021).	5
Implementation of attendance strategy	The DfE document, 'Improving school attendance: support for schools and local authorities' (2021), recommends for schools to: 'establish and monitor implementation of rewards for attendance and punctuality' and to: 'regularly communicate expectations for attendance and punctuality'. The strategies for attendance include regularly rewarding attendance but also developing communication to prevent absence and lateness.	5
All children to have access to a piece of fruit during the day and have reduced cost for Breakfast club attendance.	In Gill Main's 2018 article 'Parents and children living in poverty have the same aspirations as those who are better off' she shares the finding that children in a low income household were '4.5 times more likely to have not eaten or not eaten enough when they were hungry'. Maslow's Hierarchy of needs (Maslow, A. H. (1943). A theory of human motivation. <i>Psychological Review</i>, 50(4), 370–396), recognises the importance of physiological needs being met before learning can be engaged with.	3.
Children have access to experiences and trips which add to their understanding of the world and enhance the richness of their education, increasing aspirational outcomes and cultural capital.	When trips, visits and experiences explicitly addressed curriculum content, they impacted significantly on progression and attainment. (Dr Jane Dudman, Carrie Hedges & Dr Chris Loynes, 2018). Although assumptions should not be made regarding the experiences of children in receipt of the PP grant, the amount of families accessing foodbanks suggests that day trips, holidays and general experiences may not be able to be prioritised in many homes. Supporting children in accessing such experiences not only provides an opportunity for them to see beyond their own community but also to allow them develop their cultural capital and future aspirations, impacting on their academic development too.	1, 4.

Themed curriculum days/weeks with strong links to the core curriculum including the use of rich texts or future careers.	Themed curriculum days/weeks allow children to immerse themselves in a particular subject and discover it as part of a community. Using rich texts to support this helps develop reading but also general access to the curriculum. Furthermore, when career choices can be linked to these days/weeks, children attain a greater understanding of where their learning can take them. When trips, visits and experiences explicitly addressed curriculum content, they impacted significantly on progression and attainment. (Dr Jane Dudman, Carrie Hedges & Dr Chris Loynes, 2018).	1, 4.

Total budgeted cost:

2025/26 £263,786.67 (£263,788 accounted for as numbers rounded up).

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.

Please refer to the separate Pupil Premium Strategy Review document 2024/25.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Shine interventions	Rising stars
Maths No Problem	Maths No Problem
Times Tables Rockstars	Times Tables Rockstars
Lexia	Lexia Learning systems LLC
Essential Letters and Sounds	Oxford University Press
Flash Academy	ICentrum

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)