

Pupil Premium Strategy Review 2024/25

Review context (2024–2025)

This review summarises progress made during the first year of the school's 2024–2027 Pupil Premium strategy. It reflects both strengths and areas for development, recognising the complexity of the school's context, including high levels of disadvantage, cohort variability and a wide range of additional needs.

Outcomes are considered alongside progress, engagement, attendance and wellbeing to ensure an honest, proportionate and evidence-informed evaluation of impact. As part of a three-year strategy, this review establishes a clear baseline and direction of travel, rather than expecting immediate transformation, and is intended to support sustained improvement over time.

Objectives for strategy for years 2024-2027

1. To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in Reading/Writing/Maths for KS2 outcomes
2. To improve phonics/reading outcomes for children in Y1, with disadvantaged children achieving National levels.
3. To support the basic needs of the children ensuring good mental and physical health.
4. To enhance and develop the children's cultural capital by providing a variety of experiences and opportunities to develop aspirations.
5. To decrease the attendance gap between disadvantaged and non-disadvantaged to pupils to 2% or less.

Review and summary of progress made towards objectives for the year 2024/25

Objective	Key strategies	Review of impact	Evidence used
To narrow the attainment gap between disadvantaged and non-disadvantaged	High quality teaching and systems along with CPD opportunities for all.	Narrowing the attainment gap between disadvantaged and non-disadvantaged pupils at the end of Key Stage 2 remains a key priority within the school's three-year Pupil Premium strategy. Pupil premium funding continues to support high-quality teaching, targeted academic intervention and	KS2 statutory assessment data (Reading, Writing,

pupils in Reading/Writing/Maths for KS2 outcomes		additional staffing, with a focus on addressing gaps in learning across reading, writing and mathematics. In 2024–25, outcomes at the end of Key Stage 2 indicate that overall attainment remains low. 31% of pupils achieved the expected standard in reading, writing and maths combined, compared with a national figure of 62% for all pupils, placing the school below national averages for combined attainment. This headline outcome must be understood in the context of cohort composition, as disadvantaged pupils make up a very high proportion of the Year 6 cohort, meaning that pupil premium outcomes have a significant influence on whole-cohort results. Analysis of outcomes within the cohort shows that non-disadvantaged pupils achieved notably higher outcomes than their disadvantaged peers across reading, writing and mathematics. This indicates that, while overall attainment is low, the relative gap between disadvantaged and non-disadvantaged pupils remains evident and has not yet been narrowed at the end of Key Stage 2. The school recognises that closing this gap remains a longer-term challenge and that sustained improvement will require continued focus on securing stronger outcomes for disadvantaged pupils earlier in their school journey. When considered by subject, outcomes for disadvantaged pupils varied. Reading outcomes were comparatively stronger, with 46% achieving the expected standard, while writing outcomes were lower at 57%. Mathematics remains the most significant area of challenge, with 38% of pupils achieving the expected standard, reinforcing the need for a continued strategic focus on maths across the school. Progress measures provide a more nuanced picture. Disadvantaged pupils made positive progress in reading relative to their starting points, with scaled scores sitting close to national expectations. This suggests that teaching and targeted academic support are enabling pupils to make gains over time, even where these gains are not yet consistently reflected in end-of-key-stage attainment. This reinforces the importance of sustaining effective practice over time so that progress increasingly translates into stronger attainment outcomes. The school recognises that cohort size, pupil mobility and the complexity of pupils’ needs can result in year-on-year variability in published outcomes, particularly where small numbers of pupils can disproportionately affect data. Outcomes are therefore considered alongside in-school assessment	Maths, RWM combined) Pupil Premium vs non-Pupil Premium attainment analysis Progress measures and scaled scores Cohort and contextual analysis
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		information, progress data and professional judgement to ensure a fair and accurate evaluation of impact. As part of this three-year strategy, the school views the current outcomes as establishing a clear and honest baseline. Going forward, the focus will remain on narrowing the attainment gap through sustained investment in high-quality teaching, early identification of need and targeted academic support, with particular emphasis on mathematics and on securing greater consistency in writing. The aim is to ensure that the progress disadvantaged pupils make throughout their time at Allenton is increasingly reflected in improved end-of-Key-Stage outcomes over time.	
To improve phonics/reading outcomes for children in Y1, with disadvantaged children achieving National levels.	Small class sizes in lower year groups High quality CPD for all staff. Use of high-quality resources such as Maths No Problem, Lexia, ELS.	Improving phonics and early reading outcomes in Year 1 remains a key priority, recognising the importance of secure early reading as the foundation for future learning. Pupil premium funding has continued to support the delivery of a consistent, systematic phonics programme alongside additional adult support and targeted intervention for pupils who require it. In 2024–25, outcomes indicate that this objective has not yet been fully met. Overall phonics outcomes remain below national benchmarks, and disadvantaged pupils did not yet achieve outcomes in line with national expectations. Analysis of the cohort is essential in understanding this picture, as disadvantaged pupils make up a significant majority of the Year 1 cohort, meaning that pupil premium outcomes have a substantial influence on the overall result. A clear gap remains between disadvantaged and non-disadvantaged pupils. Non-disadvantaged pupils achieved stronger phonics outcomes, while disadvantaged pupils' attainment was lower, resulting in a wide internal gap. This confirms that, while phonics provision is enabling some pupils to succeed, the attainment gap between disadvantaged and non-disadvantaged pupils has not yet been sufficiently narrowed at this early stage. These outcomes reflect the complex starting points of the cohort. Many disadvantaged pupils entered school with lower levels of language, limited exposure to high-quality texts and reduced opportunities for early oral language development. For a number of pupils, phonics learning has therefore required a greater focus on consolidation, repetition and language development alongside decoding skills. Small cohort sizes and the presence of pupils with complex needs mean that outcomes are particularly sensitive to individual circumstances.	Phonics screening outcomes Pupil Premium / non-Pupil Premium breakdown SEND and EAL attainment analysis In-school phonics assessments and programme progression Cohort context and starting point analysis

		Despite this, there is evidence that the foundations for improvement are being established. The consistent implementation of the phonics programme, alongside targeted adult support and daily reading opportunities, has supported pupils to make progress from their starting points, even where this has not yet translated into secure attainment at the end of Year 1. Progress through the programme and in-school assessment information indicates that many pupils are beginning to close gaps in phonological awareness and early decoding skills. As part of the school's three-year Pupil Premium strategy, current outcomes are viewed as establishing a clear and honest baseline. The focus moving forward will be on accelerating progress for disadvantaged pupils earlier in Reception and Year 1, strengthening oral language alongside phonics, and ensuring that pupils are supported to convert progress into secure outcomes by the end of Year 1 and into Year 2. This sustained focus is intended to reduce gaps over time and secure stronger early reading outcomes for all pupils.	
To support the basic needs of the children ensuring good mental and physical health.	Use of regulation/therapeutic intervention. Fruit for all children (not just FS/KS1) provided daily.	Supporting pupils' mental and physical health continued to be a key priority, recognising that children's readiness to learn is closely linked to their wellbeing and sense of involvement in school. A range of universal and targeted approaches were maintained to ensure pupils' basic needs were met, including access to food, consistent routines, structured emotional support and timely pastoral intervention. Leuven wellbeing and involvement data indicates that the vast majority of pupils, including those in receipt of pupil premium funding, continue to be assessed as secure. In both 2023–24 and 2024–25, average wellbeing and involvement scores for disadvantaged pupils remained at Level 4 (High), in line with non-disadvantaged peers, suggesting that pupils generally feel safe, supported and able to engage positively in school life When considered year on year, the overall picture is one of stability rather than sharp improvement. This reflects the complex and cohort-dependent nature of wellbeing and involvement, particularly within a school community facing high levels of deprivation, additional needs and pupil mobility. While a small proportion of pupils continue to be identified at lower levels of wellbeing or involvement, this identification is purposeful and enables timely pastoral, safeguarding and emotional support to be put in place.	Leuven wellbeing and involvement assessments Pastoral and safeguarding records Professional observations Attendance and engagement information

		Importantly, maintaining consistently high average wellbeing and involvement scores for disadvantaged pupils, in line with their peers, should be viewed positively in context. This suggests that the school's universal and targeted strategies are effective in mitigating the impact of external pressures and preventing a decline in pupils' emotional readiness to learn. This stability provides a secure foundation for learning, particularly for disadvantaged pupils, supporting sustained engagement with the curriculum despite wider social and economic challenges. Leuven data is considered alongside pastoral records, safeguarding information and professional observations to ensure a rounded and responsive understanding of pupils' wellbeing. Individual pupils' wellbeing and involvement may fluctuate across the year, reflecting changing personal circumstances and developmental stages; however, the overall data indicates that the school provides a stable, supportive environment in which pupils' basic needs are consistently addressed. Going forward, the focus will remain on early identification and responsive support for pupils whose wellbeing or involvement is assessed as lower, alongside continued monitoring of cohort trends. This will ensure support remains well-targeted and proportionate, while sustaining the strong universal provision that underpins pupils' mental and physical health.	
To enhance and develop the children's cultural capital by providing a variety of experiences and opportunities to develop aspirations.	Funding per PP entitled child per half term to support with trips and experiences. Funding for themed days/learning within school. Range of clubs offered to children.	Targeted pupil premium funding continued to be used strategically to remove financial and practical barriers to enrichment, ensuring that disadvantaged pupils across the school were able to access the same breadth of experiences as their peers. This included subsidised educational visits, curriculum-linked experiences, residential opportunities and enrichment activities from EYFS through to Year 6, enabling all pupils to participate fully without stigma or exclusion. Across the year, pupils experienced a carefully planned and progressively sequenced programme of enrichment designed to broaden horizons, deepen curriculum understanding and raise aspirations. This included a wide range of visits, visitors and workshops explicitly linked to curriculum learning, allowing pupils to contextualise classroom knowledge within the wider world. For many pupils, particularly those from disadvantaged backgrounds, these experiences represented first-time opportunities beyond their immediate locality and everyday experience.	Enrichment participation records Pupil voice (Year 6 exit survey) Extra-curricular club attendance data Curriculum and enrichment mapping

		In addition to off-site visits, a strong programme of in-school enrichment and themed curriculum events contributed significantly to the development of pupils' cultural capital. Enterprise activities, science and arts showcases, performances, sporting workshops and whole-school events provided pupils with meaningful opportunities to apply learning, collaborate with others and develop confidence. These experiences were inclusive by design, ensuring that all pupils could participate regardless of family circumstances. A wide range of extra-curricular clubs further enhanced pupils' access to enrichment opportunities. These included sporting, creative and academic clubs such as football, multi-skills, art club, homework club, chess and board games, choir and dance. Monitoring of participation shows that disadvantaged pupils' attendance at clubs was broadly in line with, and in some cases above, their proportion within the school population. This indicates that financial and practical barriers to participation were effectively reduced, supporting equitable access to enrichment beyond the school day. Aspirational outcomes were further supported through exposure to a range of careers and positive role models across the school, including visitors from sport, the arts and other professions. These experiences helped pupils to see learning as purposeful and relevant, particularly for those who may have limited exposure to varied career pathways outside school. Pupil voice gathered through end-of-year surveys, including the Year 6 exit survey, further supports the impact of this approach. Pupils frequently identified trips, visits, clubs and residential experiences as some of the most memorable and meaningful aspects of their time at Allenton, often linking these experiences directly to their learning and personal development. Comments referring to <i>"amazing trips"</i>, <i>"memories especially from trips"</i> and experiences that <i>"helped me understand better"</i> reflect the extent to which enrichment opportunities supported engagement, understanding and long-term recall. Overall, disadvantaged pupils across the school were able to access a rich and varied curriculum offer that extended beyond academic learning alone. This has contributed positively to pupils' engagement, confidence and understanding of future possibilities, supporting the longer-term aim of raising aspirations and improving life chances. Ongoing work will continue to strengthen the links between enrichment, curriculum learning and future aspirations, ensuring pupils are increasingly able to articulate what they have learned and how these experiences connect to their ambitions.	Professional evaluation of engagement and confidence
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To decrease the attendance gap between disadvantaged and non-disadvantaged to pupils to 2% or less.	Dedicated attendance officer. Named member of SLT leading on Attendance strategy.	Improving attendance and reducing the gap between disadvantaged and non-disadvantaged pupils remains a key priority, recognising the strong link between regular attendance, engagement and attainment. Pupil premium funding has continued to support a range of strategies aimed at promoting attendance, strengthening relationships with families and removing barriers to regular school attendance. Overall attendance remains comparatively strong when considered against national benchmarks. Despite a small decline of approximately 0.5% compared to the previous year, whole-school attendance continues to sit above national levels for several key groups, including pupils eligible for Free School Meals, pupils with SEND and pupils with EHCPs. This suggests that the school's attendance strategies are effective in supporting many of the most vulnerable pupils to attend regularly and remain engaged with school life. However, analysis also indicates that the attendance gap between disadvantaged and non-disadvantaged pupils remains above the target of 2%. While disadvantaged pupils' attendance compares favourably with national figures, non-disadvantaged pupils continue to attend at a higher rate within the school, meaning that the relative gap has not yet been sufficiently narrowed. This confirms that, although overall attendance outcomes are positive in comparison to national averages, further work is required to reduce internal disparities. Attendance patterns during the year were influenced by a number of contextual factors, including periods of illness, the use of reduced timetables for a small number of pupils and complex cases involving local authority processes. These factors contributed to fluctuations in attendance and help to explain the slight overall decline compared to the previous year. Importantly, the school maintained close monitoring and proactive follow-up in response to these challenges to prevent further decline. Targeted monitoring of specific year groups, informed by last year's attendance data, has been used to identify pupils and families requiring additional support. The use of an attendance and safeguarding officer, regular communication with parents, home visits where appropriate and the involvement of senior leaders has helped to stabilise attendance for many disadvantaged pupils and support sustained engagement with learning, even where complex external factors remain. Attendance data is considered alongside safeguarding information, pastoral records and professional judgement to ensure that support is well-targeted and proportionate. This ensures that	Whole-school attendance data Pupil Premium / non-Pupil Premium attendance analysis National and local attendance benchmarks Attendance monitoring records Safeguarding and pastoral information
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		decisions, including the use of reduced timetables, are carefully monitored and remain focused on pupils' welfare and long-term inclusion. As part of the school's three-year Pupil Premium strategy, the current data is viewed as establishing a clear picture of both strengths and remaining challenges. While the longer-term ambition to reduce the attendance gap to 2% or less has not yet been fully realised, attendance outcomes for disadvantaged pupils remain strong relative to national benchmarks. Going forward, the focus will remain on further narrowing the gap through sustained relational work with families, early identification of emerging attendance concerns and continued targeted support, with the aim of securing more consistent attendance for all pupils over time.	
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Conclusion and next steps

Overall, this review highlights both the complexity of need within the school community and the impact of targeted support provided through Pupil Premium funding. While some objectives have not yet been fully met, the evidence indicates that strong foundations are in place, particularly in relation to wellbeing, attendance, engagement and early identification of need.

As the strategy moves into its second and third years, the focus will remain on securing sustained improvement through high-quality teaching, early intervention and inclusive practice, with a continued emphasis on narrowing gaps over time. The school remains committed to using Pupil Premium funding strategically and responsibly to improve outcomes and life chances for disadvantaged pupils.