



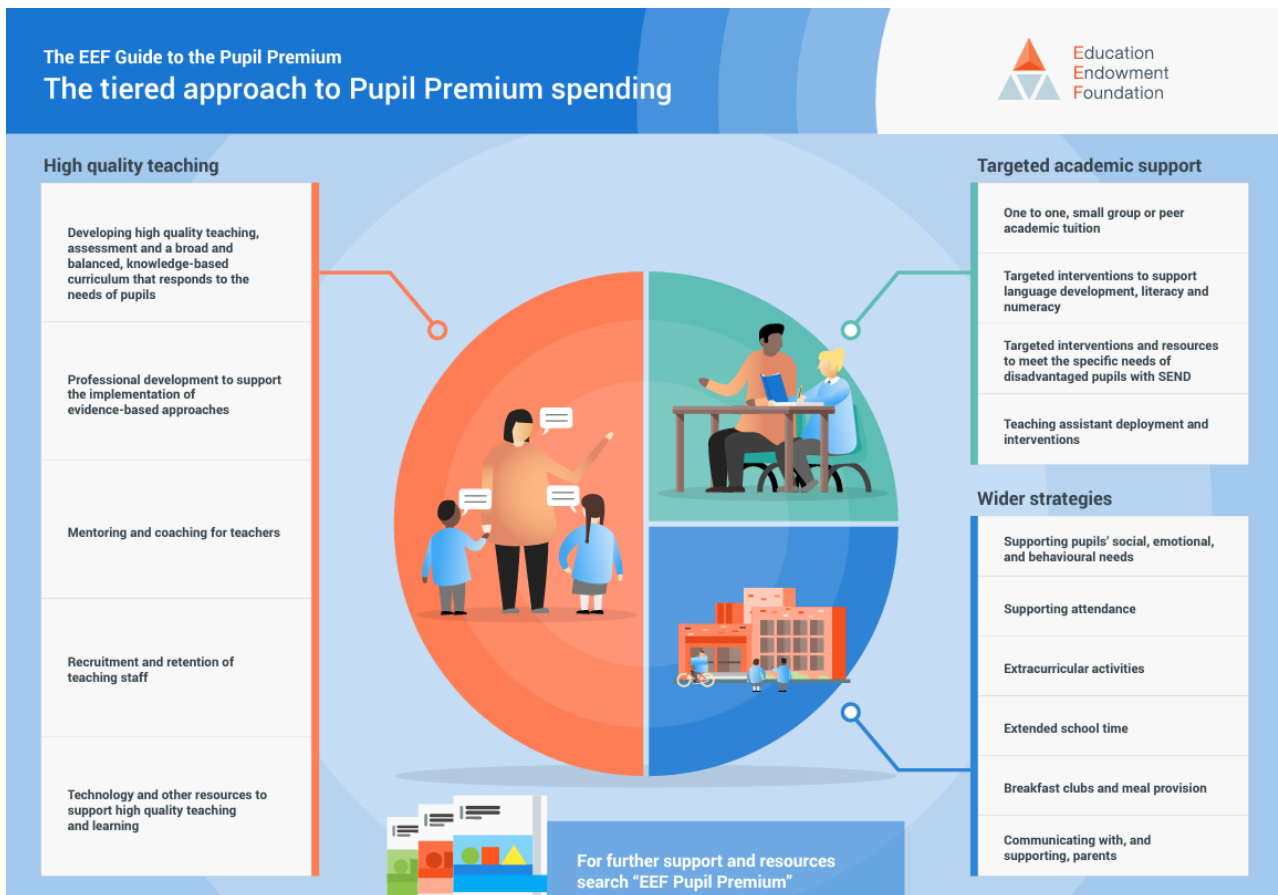
## StAlban's CE (Aided) Primary School

### Pupil Premium Statement 2024-2027

Updated December 2025

This statement details our school's use of pupil premium funding to help improve the attainment of our vulnerable 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.

**2024-2027**

Reviewed by Headteacher: **December 2025**

Reviewed by FGB: **December 2025**

## School overview

Detail	Data
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	66 pupils =30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs Sarah Goldsworthy (Headteacher)
Pupil premium lead	Mrs Faye Clarke
Governor / Trustee lead	Rev Karina Green

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,050
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>	£105,050

# Part A: Pupil premium strategy plan

## Statement of intent

**The overall aims of our pupil premium strategy are:**

- To ensure that all pupils have access to engaging and enjoyable activities across the wider curriculum
- To raise the in-school attainment, and progress, of both disadvantaged pupils and their peers
- To monitor attendance closely to ensure that challenges are addressed with families in a timely manner

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by our service children and by vulnerable pupils, such as those who have a social worker and are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality, inclusive teaching, varied to meet the needs of all learners is at the heart of our approach as this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed above is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

## Challenges

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

Challenge number	Detail of challenge
1	Inclusive strategies to support all pupils in accessing teaching and learning are still developing across the school.

2	Our vulnerable pupils' attendance is lower when compared to our pupils who are not considered to be vulnerable.
3	Pupils who are vulnerable are generally affected by poor mental health themselves or by that of their parents. This affects attendance and punctuality.
4	Vulnerable pupils tend to have a fixed mindset and have poor resilience and tenacity.
5	Unstructured playtimes can be problematic for our vulnerable pupils and this impacts on their mindset and their learning for the rest of the school day and beyond.

## 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
<ul style="list-style-type: none"> <li>Develop all staff's expertise in delivering an inclusive curriculum whereby every teacher understands and supports that every teacher is a teacher of children who have additional needs. (SIP: Quality of Education)</li> </ul>	Pupils will be able to talk about first hand experiences and use these in the recording of their learning. The curriculum will ensure that pupils know more and remember more.
<ul style="list-style-type: none"> <li>Vulnerable pupils -across the school - will attain in line with all pupils.</li> </ul>	Feedback and marking policy will support all pupils in knowing how to improve. This will ensure that pupils across the school make good progress from their unique starting points.
<ul style="list-style-type: none"> <li>Monitor attendance closely to ensure that challenges are addressed with families in a timely manner (SIP: Leadership and Management/Safeguarding)</li> </ul>	Attendance for PP pupils will be in line with non-PP pupils and be at least good.
<ul style="list-style-type: none"> <li>Nurture room (Green room) will be opened and used effectively by pupils, staff and parents. (SIP: Behaviour and Attitudes)</li> </ul>	Families are attending workshops led by external agencies and school staff to support. This supports their well-being and good mental health, and this will in turn impact positively on the pupils
<ul style="list-style-type: none"> <li>Pupils will have a growth mindset and show resilience in learning and in other activities. (SIP: Personal Development)</li> </ul>	Pupils will know how to learn effectively and how to support themselves.

## 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: **£ 70,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to attend maths and English training and commission HIAS maths Inspector to support staff and individuals.	Training needs to support understanding of the pedagogy that underpins our approaches to teaching and learning that we follow. Training will involve task design and variation. <a href="#">Teacher Feedback to Improve Pupil Learning   EEF</a>	1
Attend Raising Attainment course and disseminate to all teachers	These are led by HIAS PPI and schools that have a proven track record of effective inclusion. Learning and discussion with other professionals is key to continuing to improve.	1,2,3,4
Continue to extend our resources to deliver ELS effectively so that we ensure all pupils can read to learn	This includes the Oxford Owl subscription and further resources, including reading books that are closely matched to ELS scheme. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Develop the nurture team and its capacity through enabling 2 FTE ELSA to be out of class.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Ensuring that Maslow's hierarchy of needs are met first will ensure that	1, 2,3,4,5

	<p>children are ready to learn and therefore make progress.</p> <p><a href="#">Social and emotional learning   EEF</a></p>	
Fund TALA training for a further member of staff.	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Ensuring that Maslow's hierarchy of needs are met first will ensure that children are ready to learn and therefore make progress.</p> <p><a href="#">Social and emotional learning   EEF</a></p>	1,2,3,4,5
Fund Drawing and Talking training for a member of staff.	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Ensuring that Maslow's hierarchy of needs are met first will ensure that children are ready to learn and therefore make progress.</p> <p><a href="#">Social and emotional learning   EEF</a></p>	1,2,3,4,5

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

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train staff to lead unstructured playtimes. Fund 30 minutes additional playground duty for 2 members of staff.	<p>This is especially important for our younger pupils and supports them in understanding how to interact effectively with others</p> <p><a href="#">EEF   Physical Development</a></p> <p><a href="#">Play-based learning   EEF</a></p> <p><a href="#">WHO reviews effect of physical activity on enhancing academic achievement at school</a></p>	5

Commission a company (CM Sports) to lead a weekly multi-skills club for pupils who don't normally attend clubs or are identified for other purposes.	<a href="#">New PE guidance for schools strengthens equal access to sport - GOV.UK</a>	5
Develop a further repertoire of extra-curricular clubs to support well-being and physical activity.	<a href="#">WHO reviews effect of physical activity on enhancing academic achievement at school</a>	5

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

Budgeted cost: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop further strategies for parental engagement and their knowledge, expertise and confidence to ensure better well-being for all.	Anecdotal evidence and parental feedback so far have demonstrated that parents are engaging with the school more effectively and this is having a positive effect on pupils and their attitudes. <a href="#">Parental engagement   EEF</a>	2,3,4
Attendance Hub led by Hampshire is attended by DSL/DDSL. These strategies are discussed and implemented where appropriate	<a href="#">Working together to improve school attendance - GOV.UK</a>  Attendance is closely tracked, with letter now sent out to parents when child's attendance is below 95% and then again when the child is a Persistent Absentee (PA)	2,3
Offer subsidised cost for school trips to ensure that all children can attend, regardless of affordability for parents. This will ensure that are able to access teaching	<a href="#">Pupil premium: allocations and conditions of grant 2024 to 2025 - GOV.UK</a>  All pupils need to have equitable access to activities which enhance the learning experience.	1,3

and learning strategies fully.		
Morning Reading Club for pupils – 15 minutes each morning for	Parents are reporting that their children are eager to get to school and to read with a friend or with an adult. This enables these children to be heard read daily by an adult so will have a positive impact on their reading skills at the same time. <a href="#">Working together to improve school attendance - GOV.UK</a>	2,3

**Total budgeted cost: £70,000 + £20,000 + £16,000 =£101,000**

## Part B: Review of outcomes in the previous academic year

### Outcomes for vulnerable/disadvantaged pupils.

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

All of our pupils attend school trips, including residential trips. Pupil Premium funding is used to ensure that this is possible.

This funding has enabled there to be at least 2 full time ELSAs in the school. Much of their work – as well as undertaking 6-week intensive blocks of support – is on a needs basis. This means they are able to support children when they most need it, such as: coming into school, after breaks etc. as well as an increase in issues affecting their home life and family.

The following data is taken from Perspective Lite and is based on the end of 2024/25 published data.

**16.7%** of our disadvantaged pupils achieve a Good Level of Development (GLD) at the end of EYFS, compared with **11.9 %** in Hampshire. When groups of children are explored, those children who are FSM but have no recorded SEND need, only **55.6%** of these children achieved GLD, whereas Hampshire schools perform better with **84.2%**. We are continuing to look at strategies and additional support that we can put in place for these vulnerable pupils.

In the End of Year 1 reading check, 10 pupils are eligible for FSM. Across Hampshire **63.2%** of those pupils eligible for FSM achieved at least the pass mark of 32, whereas at St. Alban's **76.9%** of our pupils eligible for FSM achieved the pass mark. This is an increase of **32.5%** in one year. When groups of children are explored, those children who are FSM but have no recorded SEND need, **87.5%** of these children achieved the pass mark of 32, whereas in Hampshire this was lower at **77.5%**. However, we continue to focus on the importance of reading and ensuring that we have everything we need to teach phonics systematically and to maximise progress for ALL pupils.

At the end of Key Stage Two, in the combined measure of achieving the Expected Standard in reading, writing and maths, **37%** of 'disadvantaged' pupils were successful. In Hampshire, this was **43%**. For groups of pupils who are FSM, but have no recorded SEND need, **75%** of the cohort achieved the combined measure in reading, writing and maths, whereas Hampshire is at **60.4%**.

## 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
N/A	

## Further information (optional)

Further Information about any of the approaches described in this document, can be found in the School Improvement Plan.

### *References:*

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

<https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-maths/EEF Maths EY KS1 Guidance Report.pdf>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>

[Phonics | Toolkit Strand | Education Endowment Foundation | EEF](#)

[WHO reviews effect of physical activity on enhancing academic achievement at school](#)

[New PE guidance for schools strengthens equal access to sport - GOV.UK](#)

[Working together to improve school attendance - GOV.UK](#)

[Parental engagement | EEF](#)

[EEF | Physical Development](#)

[Play-based learning | EEF](#)