



Pupil premium strategy statement 2024-2027

This statement details our school's use of pupil premium (and recovery premium for the **2025 to 2028** academic year) 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.

School overview

Detail	Data
School name	Alma Park Primary School
Number of pupils in school	466
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025, 2025-2026, 2026-2027
Date this statement was published	January 2025
Date on which it will be reviewed	July each year
Statement authorised by	Richard Williams Headteacher
Pupil premium lead	Richard Williams
Governor lead	Grace Dobson Hughes Pupil Premium and Recovery

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£175,382
Recovery premium funding allocation this academic year	£9397
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	£184,779

Statement of intent

Pupils at Alma Park Primary School, will make targeted progress in reading, writing and maths based on their individual starting points, through quality first teaching and targeted support. We aim for disadvantaged pupils to have access to a wide range of support in school to meet their individual needs so that our pupils are not disadvantaged as a result of their socioeconomic context. We believe that with the correct support all pupils can achieve their full potential,

We will provide pastoral support for pupils and parents/carers who have been identified by school as vulnerable.

We will facilitate children's access to enrichment experiences building on and enhancing their cultural capital which will have a positive impact on their academic achievement and well-being.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

Challenge number	Detail of challenge
1	Most pupils start the Foundation Stage well below age related expectations in all areas.
2	Very low attainment in reading on entry to Early Years and mobile children in Key Stages 1 & 2
3	A high percentage of pupils have EAL
4	Many children have a limited life experience to draw upon which impacts attainment, progress, self-confidence and resilience.
5	High level of socio-economic deprivation impacting on the social, emotional and mental health of adults and children
6	The education and wellbeing of many of our pupils have been impacted by partial school closures. These findings are supported by national studies and shows that this has resulted in significant gaps in knowledge leading to pupils falling further behind.

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
Accelerate attainment from entry to the end of EY of pupils eligible for PPF	Pupils eligible for PPF will achieve aspirational targets by the end of EYFS
Curriculum offer provides tailored/additional support to meet the needs of children with EAL/communication difficulties leading to positive outcomes	Bespoke EAL provision in KS2 Wellcomm assessments and appropriate support in place Accelerated progress from start points in communication and language acquisition SaLT deployed appropriately and impacting positively on pupil outcomes
To enrich the experiences of pupils eligible for PPF through a range of different activities	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged children
To improve the physical and mental health and well-being of pupils eligible for PPF	Pupils will be more ready to learn and engage with the curriculum and those eligible for PPF will achieve aspirational targets by the end of their key stage. Not sure about this!
To enable parents of children eligible for PPF to be able to support their children's learning	Better parental engagement and accelerated progress and attainment in each year group.

Teaching

Budgeted cost: £48,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Online resources: Mathletics, Reading Eggs, TT Rockstars, Little Wandle ebooks</p> <p>Children will have access to online learning with support for parents in how to use them. Encouraging them to engage with their children's learning at home</p>	<p>EEF Toolkit: Homework +5months EEF Toolkit: Parental Engagement +4months EEF Toolkit: Individualised Instruction +4months</p> <p>A structured and whole school approach to the setting of homework through the use of digital platforms. There is strong evidence to show that this has significant impact on pupil outcomes through improving parental engagement, providing children with an opportunity to over-learn and practice and using platforms which provide homework pitched at an individual level.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	2/3/6
<p>Whole staff training programme targeting quality first teaching and school development priorities</p>	<p>EEF Toolkit: Metacognition and self-regulation +7 months EEF Toolkit: Reading Comprehension +6 months EEF Toolkit: Collaborative Learning +5 months</p> <p>A whole school approach to the development of pedagogical knowledge in reading comprehension and collaborative meaning will impact on pupil outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1/2/3/6
<p>Whole school and catchup training in standardised phonic system</p>	<p>EEF Toolkit: Phonics +5months</p> <p>A whole school approach to the teaching of phonics from Nursery to Year 6(where appropriate) and all relevant resources for school to embed this thoroughly</p>	1/2/3/6

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Whole school training on use of oral language interventions at a whole class, small group and individual level	<p>EEF Toolkit: Oral Language Interventions +6months</p> <p>Whole school training in Speech, Language and Communication Strategies linked to becoming and embedding a school wide Communication Friendly Status</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	3

Targeted academic support

Budgeted cost: £84650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appropriate teachers and TAs trained to assess pupils with Wellcomm materials	<p>EEF Toolkit: Oral language interventions +6 months</p> <p>With the use of Wellcomm to support speaking and listening the early years and having a speech and language therapist in school supports us to prioritise children oral language. There is strong evidence to suggest this has a positive impact on pupil outcomes.</p> <p>TA to complete targeted S&L interventions with identified children</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1/2/3
<p>Speech Therapist (full day per week) works with children and supports adults</p> <ul style="list-style-type: none"> • SaLT trains staff within school • High quality small group interventions • Our children benefit from evidence based interventions to raise levels of oracy • INSET from SaLT improves staff knowledge 		
Teaching assistant to complete S&L programmes with targeted children		
Teaching Assistants trained to deliver targeted 1:1 and small group English/Maths interventions	<p>EEF Toolkit: Small group tuition +4 months</p> <p>EEF Toolkit: Reading Comprehension +6 months</p>	2/3

	<p>Children are identified with specific needs and trained teaching assistants provide small group and individual interventions for targeted pupils in short bursts. There is strong evidence to show that this has a positive impact on pupil outcomes</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
KS2 Teaching Assistant to work supporting International New Arrivals and children moving towards fluency	<p>We have a growing number of children joining school mid year and/or key stage from countries where English is no their first language. To appropriately support these children they receive support form a trained teaching assistant to develop their integration and language development. There is strong evidence to that this will have a positive impact on pupil outcomes.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Tiered_model_and_menu_of_approaches_1.0_pdf.pdf?v=1649418813</p>	3

Wider strategies

Budgeted cost: £51890

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Play Therapy</p> <p>One to one, weekly high level specialist therapeutic support</p> <p>To decrease those behavioural and emotional difficulties that interfere significantly with a child's relationships and readiness to learn.</p>	<p>Improving the social and emotional well-being of pupils using the EEF guidance through a play therapist being in school each week impacts of improved outcomes for pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	5/6
<p>Art Therapy</p> <p>One to one, weekly high level therapeutic support</p> <p>To support children who have experienced traumas or have challenging family circumstances</p>	<p>Improving the social and emotional well-being of pupils using the EEF guidance through an art therapist being in school each week impacts of improved outcomes for pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	5/6

Use of restorative approaches to support children in managing their emotions and supporting positive peer to peer interactions	EEF Toolkit: Metacognition and self-regulation +7 months Introduction and embedding of restorative approaches to support children to understand how to manage their feelings, the impact of their actions on themselves and others and how to restore broken or damaged relationships https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	5
Breakfast Club Breakfast time, pastoral support, and learning opportunities.	Many of our children come to school hungry and school provides a free breakfast club for identified children. This positively impacts on their social and emotional wellbeing and influences their academic outcomes. To reduce the impact of financial constraints, food bags and uniforms can be provided. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1/5/6
Workshops for parents Supporting families during meetings with outside agencies	To ensure that all children access a rich curriculum and are supported to engage	5/6
Curriculum Enrichment activities A comprehensive plan of enrichment activities to complement our children's curriculum and create moments and experiences to remember	EEF Toolkit suggests a strong impact on activities which develop character (attitudes, skills and behaviours) such as self-control, social skills, motivation and resilience. The school part funds trips linked to the curriculum to broaden children's knowledge and provide a well-rounded, culturally rich education https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	2/4/5
Attendance and punctuality officer appointed Diminishing difference in attendance and punctuality	There is strong evidence to suggest that encouraging the very best attendance and punctuality leads to better outcomes for all pupils. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	4

Total budgeted cost: £184,779

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 2023 to 2024 academic year.

Attendance

Key Groups	2022-23	2023-24	Local/National
Whole School	94.4	95.1	94.8%
Statutory School Age	94.6	95.3	94.8%
Disadvantaged	92.4	94.1	94.8%

Persistent Absence

Key Groups	2022-23	2023-24	Local/National
Whole School	14.6	6.5	18.6
Statutory School Age	12.0	5.2	18.6
Disadvantaged	17.4	6.3	18.6

Statutory Outcomes

EYFS

Outcomes for disadvantaged children achieving GLD show that the attainment of pupils shows a 3 year improving trend in Prime, Specific and GLD

	Prime Areas				Specific Areas				Good Level of Development			
	2022	2023	2024	Nat	2022	2023	2024	Nat	2022	2023	2024	Nat
Cohort	65%	69%	59%*	75%	61%	66%	59%*	67%	61%	66%	59%*	67%
Cohort with no SEND**			74%**	75%			74%**	67%			74%**	67%
Boys	57%	63%	56%	68%	53%	63%	56%	61%	53%	63%	56%	61%
Girls	72%	75%	64%	83%	69%	68%	64%	75%	69%	68%	64%	75%
Disdv.	30%	46%	50%	62%	30%	36%	50%	52%	30%	36%	50%	52%
SEND supp	75%	14%	0%	30%	75%	14%	0%	27%	75%	14%	0%	25a%

**This cohort had 12 children with an EHCP or in the process of applying for one.

Phonics

Year 1

	2022	2023	2024	National
Cohort	54%	84%	82%	79%
Boys	42%	83%	81%	76%
Girls	68%	84%	83%	82%
Disdv.	63%	84%	71%	67%
SEND supp	22%	67%	87%	52%

End of KS2 Statutory Assessments

Children achieving at Expected Standard and Above

Rising trend of disadvantaged pupils achieving EXS over 3 years. In line or above same peers nationally in all areas apart from Writing.

	Reading				Writing				Maths				Combined				GPS			
	2022	2023	2024	Nat	2022	2023	2024	Nat	2022	2023	2024	Nat	2022	2023	2024	Nat	2022	2023	2024	Nat
Y6	76%	82%	81%	74%	54%	69%	63%	72%	78%	83%	82%	73%	54%	64%	58%	61%	84%	85%	86%	72%
Disadv	47%	53%	68%	62%	33%	47%	47%	58%	60%	67%	74%	59%	36%	40%	42%	46%	62%	60%	79%	59%

Children achieving at Greater Depth

	Reading				Writing				Maths				Combined				GPS			
	2022	2023	2024	Natl	2022	2023	2024	Natl	2022	2023	2024	Natl	2022	2023	2024	Natl	2022	2023	2024	Natl
Cohort	35%	37%	28%	29%	4%	5%	7%	13%	25%	25%	21%	24%	4%	5%	5%	8%	30%	27%	37%	32%
Disadv	21%	7%	26%	18%	0%	0%	0%	6%	21%	13%	5%	13%	0%	0%	0%	3%	23%	0%	26%	20%

Progress Data KS2

Progress data shows very strong progress from start points, well above National expectations of both same and comparative groups

	Reading				Writing				Maths			
	2019	2022*	2023	Nat	2019	2022*	2023	Nat	2019	2022*	2023	Nat
Cohort	+1.32	+3.0	+3.97 (top 5% nationally)	+0.04	+0.70	-1.40	+1.00	+0.04	+1.32	+3.4	+3.51 (top 8% nationally)	+0.04
Disadv	+0.77	-1.4	+2.40	-0.83	-0.03	-3.38	+0.67	-0.68	+0.90	+2.26	+3.86	-1.04

*With x3 DHN children removed

These number measure the amount of positive or negative progress a cohort of children made between the statutory reporting at the end of KS1 and the end of KS2.

Well above Average - Where the progress is in the top 20% of progress for all pupils nationally

Above average - Where the progress measure is above 0 and the confidence intervals are both above 0

Average - Where the progress measure is close to 0 and the confidence intervals are both above and below 0

Below Average - Where the progress measure is below 0 and the confidence intervals are both below 0

Average Scaled Scores

APS for disadvantaged pupils above same peers nationally.

	Reading				GPS				Maths			
	2022*	2023	2024	Nat	2022*	2023	2024	Nat	2022*	2023	2024	Nat
Y6	107	106	106	105.2	106	104	106.6	105.3	106	105	105	104.4
Disadv			103.1	102.7			104.1	102.4			102.5	101.5

- *Removal of x3 DHN children