



# 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 Update (Jan 2025) Green Updates (Apr 2025) Purple Updates (Jul 2025)

## School overview

Detail	Data
School name	Allington Primary School
Number of pupils in school	468
Proportion (%) of pupil premium eligible pupils	8.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-25 2025-26 2026-27
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	C. Howson, Head Teacher
Pupil premium lead	E. Burton-Grange, Inclusion Manager
Governor / Trustee lead	L. Duckett, Governor for Inclusion

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 56,040
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 56,040

# Part A: Pupil premium strategy plan

## Statement of intent

At Allington Primary School, our aim is to use Pupil Premium funding to improve and sustain higher attainment for disadvantaged pupils, thus leading to the closing of the attainment gap between them and their non-disadvantaged peers.

During the period of this strategy plan, we will be focusing Pupil Premium funding on the challenges we have identified as negatively impacting on our disadvantaged pupils' attainment: reduced exposure to high-quality reading and enrichment opportunities, lateness and attendance, poor communication and language skills and social, emotional and mental health issues.

Our approach draws on common challenges disadvantaged pupils may face, but also takes into account challenges that have been identified as specifically impacting disadvantaged pupils at Allington.

To ensure our strategy is effective, we will:

- Adopt a whole-school approach, which is linked to our School Development Plan, where all staff will take responsibility for promoting high standards of achievement for disadvantaged pupils.
- Ensure early identification of challenges impacting on disadvantaged pupils' ability to engage with school life, and implement personalised strategies to help them overcome these.
- Regularly review the effectiveness of our Pupil Premium Strategy and make changes to provision where necessary and appropriate.

## Challenges

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

Challenge number	Detail of challenge
1	Reduced exposure to high quality literacy materials outside of school.  <i>Internal assessment data from 2023-24 shows that there is a significant attainment gap in reading of 13% (75.7 vs 88.7% respectively), there is also a significant writing gap with 76.2% of disadvantaged pupils achieving ARE+ in Writing, compared with 93.2% of non-disadvantaged children.</i>
2	Reduced exposure to enrichment opportunities outside of school.  <i>Our observations and discussions with children and families indicate that disadvantaged children have reduced access to cultural opportunities which are impacting on their understanding of the curriculum and contributing to the attainment gap. This has been backed up by national findings which have ultimately led to an increased focus on improving 'cultural capital' within the curriculum.</i>
3	Increased likelihood of lateness and poor attendance.

	<p><i>In 2023-24, there was a 1.8% attendance gap between disadvantaged and non-disadvantaged pupils, with 15.9% of our disadvantaged pupils presenting as persistent absentees (an attendance of 90% or less) compared with 5.6% of non-disadvantaged pupils.</i></p> <p><i>Lateness is being closely monitored in 2023/24; at present, disadvantaged children are twice as likely to be late than non-disadvantaged pupils.</i></p>
4	<p>Increased likelihood of underdeveloped oral language and reduced vocabulary, as well poorer communication skills in general.</p> <p><i>In T6 of 23/24, 10.5% of the school are receiving intervention focused on oral language, communication or vocabulary. Of these, 12.5% are targeted at disadvantaged pupils.</i></p>
5	<p>Increased likelihood of social, emotional and mental health issues as a result of home life challenges.</p> <p><i>At present, 12.2% of the school are receiving interventions focused on social, emotional and mental health needs. Of these, 13.1% are targeted at disadvantaged pupils.</i></p>
6	<p>Increasing number of disadvantaged children presenting with additional needs which require adapted curriculum support.</p> <p><i>At present, 27.8% of disadvantaged pupils have additional needs which require adapted curricula and tailored support. Of these pupils, 20.0% require a completely bespoke curriculum.</i></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
To continue to refine and embed our approach to the teaching of reading and writing throughout the school	<p>There will be a consistent approach to phonics teaching across EYFS/KS1, which will extend into Year 3 for the lowest readers.</p> <p>Children will have access to high-quality reading and learning materials which align with their phonics teaching in class and will support their phonic knowledge development.</p> <p>Children from disadvantaged backgrounds will make good progress in reading and writing, supporting them to close the gap between them and their peers.</p>
To provide opportunities through whole-class teaching and through targeted intervention for language development.	<p>Language screening will be routinely used throughout the school to support intervention planning, demonstrate progress with language development and assist with referrals to external professionals.</p> <p>Informed by baseline assessments, early teaching in the EYFS will have a focus on</p>

	<p>improving language and communication skills of disadvantaged children.</p> <p>Targeted, personalised intervention will be in place for children with identified language needs.</p> <p>Referrals for children with language and communication needs will be timely, to enable them to access appropriate external support.</p>
<p>To strengthen home-school partnerships in order to improve children's overall wellbeing, attendance and educational achievement</p>	<p>Parents and children will have a designated point of contact for support.</p> <p>Home-school partnerships will be strong and trusting relationships will be built.</p> <p>Families will be well-supported, with both internal and external support strategies.</p> <p>Vulnerable pupils will have good emotional well-being and will make progress with their targets.</p>
<p>To review and embed the attendance policy, focusing on improving the attendance of persistent absentees and school avoiders by supporting parents and improving children's resilience.</p>	<p>The number of persistent absentees will reduce over the course of the academic year.</p> <p>School avoiders will be supported to reduce their anxiety and improve their attendance.</p> <p>Parents will be supported to improve their children's punctuality and attendance.</p> <p>Children will be in school more consistently, resulting in overall improved well-being and academic achievement.</p>
<p>To further improve support for children with complex social, emotional and mental health needs.</p>	<p>A plan for a whole-school approach to positive mental health and wellbeing will be in place.</p> <p>Working alongside mental health provision in the local area, the school will provide mental health support which fills existing gaps, thus ensuring good mental health for all.</p> <p>Staff will be trained to recognise and support difficulties children may have as a result of attachment issues or trauma, to support children's overall wellbeing and development.</p> <p>Staff will be trained to deliver high-quality social skills interventions, with clear start and end points, to support children's social development.</p>

<p>To ensure that all children have access to high-quality teaching and appropriately adapted curriculums to support progress and attainment.</p>	<p>Teachers will feel confident adapting the curriculum to meet the needs of most learners within the mainstream classroom.</p> <p>Teachers will feel confident planning bespoke curricula for those pupils with severe and complex needs.</p> <p>All pupils will make good progress towards their individual targets.</p>
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## 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: £4,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Train new EYFS and KS1 teaching and support staff in Read, Write Inc.</p> <p><i>Cost - £800</i></p>	<p><a href="#">The EEF Toolkit</a> – ‘It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.’</p> <p>The EEF Toolkit states that ‘The average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year.’</p> <p><a href="#">Department for Education</a> – The Reading Framework (July 2021)</p> <p>This document outlines the importance of teaching reading using a Systematic Synthetic Phonics programme.</p>	<p>1</p>
<p>Train staff in TEACCH to support curriculum adaptation and bespoke curriculum planning.</p> <p><i>Cost - £200</i></p>	<p><a href="#">The EEF Toolkit</a> – ‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’</p> <p><a href="#">Ofsted</a> – ‘... Adapting teaching in a responsive way, for example by providing focused support</p>	<p>6</p>

	to pupils who are not making progress, is likely to improve outcomes.'	
<p>Renew the Now Press Play subscription to continue to enhance children's learning experience.</p> <p><i>Cost - £2200</i></p>	<p><a href="#">Department for Education</a> – Teaching a Broad and Balanced Curriculum for Education Recovery (June 2021)</p> <p>The Government continues to focus on the teaching of a broad and balanced to help children, including those disadvantaged children hit hardest by the effects of Covid-19, to catch up.</p>	2
<p>Purchase high-quality low reading age, high interest age texts, including graphic novels and non-fiction texts to support all children's access to high quality reading materials.</p> <p><i>Cost - £1000</i></p>	<p><a href="#">National Literacy Trust</a> – 'Not only do fewer disadvantaged pupils say that they have a book of their own at home than their advantaged peers, but those who do have books of their own report fewer books than their more advantaged peers (39.8 vs. 52.6)'</p>	1

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

Budgeted cost: £20,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Renew Speech Link &amp; Language Link</p> <p><i>Cost - £600</i></p>	<p><a href="#">The EEF Toolkit</a> – 'There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.'</p> <p>The EEF Toolkit states that oral language interventions have 'a high impact on pupil outcomes of 6 months additional progress' and that 'approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment'.</p>	4
<p>Specific TA to deliver personalised expressive and receptive language interventions.</p> <p><i>Cost - £10,000</i></p>	<p><a href="#">The EEF Toolkit</a> - 'There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.'</p> <p>The EEF Toolkit states that oral language interventions have 'a high impact on pupil outcomes of 6 months additional progress.' It also states that 'language interventions with frequent sessions that are delivered over a sustained period</p>	4

	may have a larger impact, overall' and 'approaches that are delivered one-to-one also have larger impacts'.	
Purchase high-quality literacy materials for all PP children (Focus on developing book areas in the EYFS and KS1 classrooms)  <i>Cost - £2000</i>	<a href="#">National Literacy Trust</a> – 'Not only do fewer disadvantaged pupils say that they have a book of their own at home than their advantaged peers, but those who do have books of their own report fewer books than their more advantaged peers (39.8 vs. 52.6)'	1
Purchase of Black Sheep Press to support language development  <i>Cost £2500</i>	<a href="#">The EEF Toolkit</a> - 'There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.'  The EEF Toolkit states that oral language interventions have 'a high impact on pupil outcomes of 6 months additional progress.' It also states that 'language interventions with frequent sessions that are delivered over a sustained period may have a larger impact, overall' and 'approaches that are delivered one-to-one also have larger impacts'.	4
Purchase additional Read, Write Inc. resources to support children needing a more personalised approach or additional home learning.  <i>Cost - £500</i>	<a href="#">The EEF Toolkit</a> – 'It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.'  The EEF Toolkit states that 'The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.'  <a href="#">Department for Education</a> – The Reading Framework (July 2021)  The Reading Framework (July 2021) states that 'To enable children to keep up, they should be given extra practice, either in a small group or one-to-one, whether or not a specific reason has been found.'	1
1:1 or small group tuition for lower attaining pupils, with a particular focus on reading.	<a href="#">The EEF Toolkit</a> – 'Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition.'	6



Cost - £5000	Low attaining pupils are particularly likely to benefit.'	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £31,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed the role of Family Liaison Officer to improve parental engagement and attendance.</p> <p>Cost - £10,000</p>	<p><a href="#">The EEF Toolkit</a> – ‘Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.’</p> <p>The EEF Toolkit states that ‘The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment.’</p>	3, 5
<p>Provide training to all members of staff on brain science and brain development to support positive behaviour management strategies</p> <p>Cost - £1000</p>	<p><a href="#">PAC-UK</a> – ‘Children and young people who have experienced early life trauma can experience a range of challenges in school. The Department for Education is increasingly recognising the long term impact of trauma and loss. Education providers can use Pupil Premium Plus to purchase any of our specialist education services.’</p>	5
<p>Access to professional services to support additional needs i.e. play therapist, educational psychologist</p> <p>Cost - £5000</p>	<p><a href="#">Mental Health Foundation</a> – ‘A growing body of evidence...has shown there is a strong socioeconomic gradient in mental health, with people of lower socioeconomic status having a higher likelihood of developing and experiencing mental health problems.’</p>	5
<p>Subsidise trips, extra-curricular activities and uniform for PP children in need of support.</p> <p>Cost - £2000</p>	<p><a href="#">Sandringham Research School</a> – ‘subtle interactions and relationships are more important than big interventions...Part of this needs to be creating a sense of belonging, by enabling pupil premium students to access clubs and extra-curricular.’</p>	2, 5



	<p><a href="#">Department for Education</a> – Teaching a Broad and Balanced Curriculum for Education Recovery (June 2021)</p> <p>The Government continues to focus on the teaching of a broad and balanced to help children, including those disadvantaged children hit hardest by the effects of Covid-19, to catch up. This includes wider school experiences such as school trips and external visitors.</p>	
<p>Provide free school milk for children.</p> <p>Cost - £600</p>	<p><a href="#">Department for Education</a> – The DfE have offered a free or subsidised milk scheme for many years, designed to boost basic nutrition for the most vulnerable pupils.</p>	5
<p>Packs for holidays</p> <p>Cost £1000</p>	<p><a href="#">The EEF Toolkit</a> – ‘Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.’</p> <p>The EEF Toolkit states that ‘The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment.’</p>	2
<p>Aquilla and Storytime</p> <p>Cost £720 + £1,000</p>	<p><a href="#">National Literacy Trust</a> – ‘Not only do fewer disadvantaged pupils say that they have a book of their own at home than their advantaged peers, but those who do have books of their own report fewer books than their more advantaged peers (39.8 vs. 52.6)’</p>	1
<p>Provide payments to staff and outside agencies for sports clubs to be funded</p> <p>Cost £2,000</p>	<p><a href="#">Sandringham Research School</a> – ‘subtle interactions and relationships are more important than big interventions...Part of this needs to be creating a sense of belonging, by enabling pupil premium students to access clubs and extra-curricular.’</p>	2,5

Contingency fund for acute issues. <i>Cost - £7,920</i>	Resources set aside for needs not yet identified. Our experience tells us this is important to be able to be responsive.	All
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**Total budgeted cost: £56,040**

## 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 2023-24 academic year.

#### Academic Data

Progress of disadvantaged children in all subjects in 2023-24 was comparable to that of non-disadvantaged children. This is particularly true for Maths, where disadvantaged children have outperformed non-disadvantaged children by 0.7%. Furthermore, in Reading, there was only a -0.2% difference in progress of disadvantaged and non-disadvantaged children; given that improving reading outcomes has been a focus of our PP strategy for the last two years, this is a strong indication that the strategy and associated spending has had good impact.

Attainment continues to be lower for disadvantaged pupils compared to non-disadvantaged pupils. However, in Reading the gap has widened compared to 22/23 (5% to 13%) however, this has reduced in Writing (9.1% vs 8%). The gap in Maths has also reduced slightly (4.4% to 3.1%).

Attainment (YR-Y6)	PP			Non-PP		
	ARE + Aut	ARE + Spr	ARE + Sum	ARE + Aut	ARE + Spr	ARE + Sum
Reading	54.9	72.1	75.7	79.7	86.1	88.7
Writing	41.6	71.4	76.2	69.3	74.4	84.2
Maths	70.1	85.4	87.7	81.3	85.4	90.8

Progress (Y1-Y5)	PP			Non-PP		
	Exp + Aut	Exp + Spr	Exp + Sum	Exp + Aut	Exp + Spr	Exp + Sum
Reading	49.7	79.9	90.8	85.5	89.7	91.0
Writing	89.0	79.7	91.7	76.1	82.9	93.2
Maths	69.7	93.7	95.9	84.7	89.9	95.2

#### Attendance Data

Data for 2023-24 shows that the attendance of disadvantaged pupils continues to fall short of the School's target of 96% in most year groups.

YR	92.3%
Y1	94.9%
Y2	97.3%
Y3	96.8%
Y4	95.4%
Y5	92.0%
Y6	91.9%

### **Monitoring Activities**

The Pupil Premium Strategy was monitored three times in 2023-24 and progress relating to each planned activity was evaluated. The Pupil Premium Strategy for 2024-25 will be reviewed at three points in the year – January, April and July. There will be a particular focus on attainment in reading.

## **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*

<b>Programme</b>	<b>Provider</b>
Read, Write Inc.	Ruth Miskin Training
Literacy Shed Plus	Education shed
Spelling Shed	Education shed
Times Table Rock Stars	TT Rockstars
Now Press Play	Now Press Play
iCompute	iCompute
Discovery RE	Jigsaw Education Group
Language Angels	Language Angels
CLPE	CLPE
Number Stacks	Number Stacks
Times Table Rock Stars	Maths Circle Ltd
White Rose Maths	White Rose Education
Kapow	Kapow Primary
Music Express	Collins Music
Digimaps	Edina
Black Sheep Press	Black Sheep Press Ltd