



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	9.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 2025-26 2026-27
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
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	£53,025
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	£53,025
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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 literacy, mathematical and enrichment opportunities, lateness and attendance, social, emotional and mental health issues and increased likelihood of needing an adapted curriculum.

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	<p>Reduced exposure to high quality literacy materials outside of school.</p> <p><i>Despite year-on-year narrowing of the attainment gap, internal assessment data from 202425 shows that there continues to be an attainment gap in Reading of 8.3% (89.0% vs 80.67% for non-disadvantaged vs disadvantaged children respectively achieving ARE+). Similarly, there is also a continued gap in writing attainment of 11.87%, with 87.2% of non-disadvantaged children achieving ARE+ vs 75.33% of disadvantaged children.</i></p>
2	<p>Reduced exposure to mathematical learning opportunities outside of school.</p> <p><i>Despite year-on-year narrowing of the attainment gap, internal assessment data from 202425 shows that there continues to be an attainment gap in Maths of 9.8% (93.8% vs 84.0% for non-disadvantaged vs disadvantaged children respectively).</i></p>

3	<p>Reduced exposure to enrichment opportunities outside of school.</p> <p><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></p>
4	<p>Increased likelihood of lateness and poor attendance.</p> <p><i>In 2024-25, there was a 2.11% attendance gap between disadvantaged and non-disadvantaged pupils, with 18.52% of our disadvantaged pupils presenting as persistent absentees (an attendance of 90% or less) compared with 2.84% of non-disadvantaged pupils. Disadvantaged pupils are also late more frequently than their non-disadvantaged peers (1.63% vs 0.95%).</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, 23.5% of interventions are focused on social, emotional and mental health needs. Of these, 45.2% 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, 40.08% of our C&L interventions are targeted at disadvantage pupils. 14.0% of disadvantaged pupils have additional needs which require adapted curricula and/or tailored support.</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>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 attainment gap between them and their peers.</p>
To continue to refine and embed our approach to the teaching of mathematics throughout the school.	<p>Children will have maths difficulties identified promptly and have adequate support in place.</p> <p>All staff will be trained to understand the challenges faced by children with dyscalculia and</p>

	<p>understand how to adapt teaching to support the needs of these children.</p> <p>Children from disadvantaged background will make good progress in math, supporting them to close the attainment gap between them and their peers.</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 curricula 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 staff in inclusive practices, including support for complex needs to support curriculum adaptation and bespoke curriculum planning.</p>	<p>The EEF Toolkit – ‘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>Ofsted – ‘... Adapting teaching in a responsive way, for example by providing focused support to pupils who are not making progress, is likely to improve outcomes.’</p>	<p>6</p>
<p>Renew the Now Press Play subscription to continue to enhance children’s learning experience.</p>	<p>Department for Education – 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>	<p>3</p>
<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>National Literacy Trust – ‘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>	<p>1</p>

Purchase high quality resources, including manipulatives and mathematical storybooks to promote the development of Early mathematical skills.	The EEF Toolkit - 'Using storybooks can be one particularly effective way to do this, offering rich opportunities for mathematical talk and questioning.'	2
Train all staff in the development of mathematical skills and in the most appropriate ways to support children with mathematical difficulties.	The EEF Toolkit – 'Professional development should be used to raise the quality of practitioner' knowledge of mathematics, of children's mathematical development and of effective mathematical pedagogy.'	2

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

Budgeted cost: £12,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Renew SNAP-SpLD & SNAP Maths	<p>Cambell et al. (2023) – 'Children with special educational needs living in affluent areas have a higher chance than those in poorer areas of being diagnosed with certain disabilities and conditions, including dyslexia, dyspraxia and ADHD, according to new research from the London School of Economics and Political Science (LSE).'</p> <p>'For 'Specific Learning Difficulties,' (SPLD) which includes conditions such as dyslexia, dyspraxia, and ADHD – which, like Autism, require diagnosis by professionals outside of the immediate school environment – the gradient is particularly clear. Around 15% of children with SEND living in the most affluent decile are recorded with SPLD compared to about 6% in the most deprived.'</p> <p>International Bureau of Education - 'Early screening is crucial for addressing emerging learning difficulties, preventing persistent academic struggles, and mitigating socio-emotional challenges, promoting a sense of school belonging and motivation.'</p>	1, 2, 6
Specific TA to deliver screening for SpLD to	Cambell et al. (2023) – 'Children with special educational needs living in affluent areas have a	1, 2, 6

<p>support the planning of effective intervention.</p>	<p>higher chance than those in poorer areas of being diagnosed with certain disabilities and conditions, including dyslexia, dyspraxia and ADHD, according to new research from the London School of Economics and Political Science (LSE).’</p> <p>‘For ‘Specific Learning Difficulties,’ (SPLD) which includes conditions such as dyslexia, dyspraxia, and ADHD – which, like Autism, require diagnosis by professionals outside of the immediate school environment – the gradient is particularly clear. Around 15% of children with SEND living in the most affluent decile are recorded with SPLD compared to about 6% in the most deprived.’</p> <p>International Bureau of Education - ‘Early screening is crucial for addressing emerging learning difficulties, preventing persistent academic struggles, and mitigating socio-emotional challenges, promoting a sense of school belonging and motivation.’</p>	
<p>Purchase additional Read, Write Inc. resources to support children needing a more personalised approach or additional home learning.</p>	<p>The EEF Toolkit – ‘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>Department for Education – The Reading Framework (July 2021)</p> <p>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.’</p>	<p>1</p>
<p>1:1 or small group tuition for lower attaining pupils, with a particular focus on reading.</p>	<p>The EEF Toolkit – ‘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. Low attaining pupils are particularly likely to benefit.’</p>	<p>1,2,6</p>

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

Budgeted cost: £35,765

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the role of Family Liaison Officer to improve parental engagement and attendance.	<p>The EEF Toolkit – ‘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>	4, 5
Access to professional services to support additional needs i.e. play therapist, educational psychologist	<p>Mental Health Foundation – ‘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
Subsidise trips, extra-curricular activities and uniform for PP children in need of support.	<p>Sandringham Research School – ‘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> <p>Department for Education – 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>	3, 5

Provide free school milk for children.	Department for Education – The DfE have offered a free or subsidised milk scheme for many years, designed to boost basic nutrition for the most vulnerable pupils.	5
Provide enrichment packs for the children at Christmas, Easter & Summer to provide children with activities and resources they can use at home with their families.	<p>The EEF Toolkit – ‘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>	1, 2, 3
Provide payments to staff and outside agencies for sports clubs to be funded	Sandringham Research School – ‘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.’	3, 5
Contingency fund for acute issues.	Resources set aside for needs not yet identified. Our experience tells us this is important to be able to be responsive.	All

Total budgeted cost: £53,025

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 2025-24 was comparable to or better than that of non-disadvantaged children. In reading, disadvantaged children have outperformed non-disadvantaged children by 1.5% and in writing, they have outperformed them by 3.4%, with 100% of our disadvantaged children in Year R-6 making expected or better progress in 2024-25. In maths, there is a -10% difference in progress outcomes, which is a significantly bigger gap than in 2023-24 (-0.2%). The focus of our PP strategy for the last 4 years has been on improving reading opportunities for our disadvantaged children and given that they are now outperforming non-disadvantaged children in terms of progress, there is a strong indication that the PP strategy has had good impact. The strategy for 2025-26 should therefore incorporate a focus on maths to narrow the progress gap in this area moving forward.

Attainment continues to be lower for disadvantaged pupils compared to non-disadvantaged pupils. The gap has widened compared to 2024/25 in both writing (-10.2% vs -9.1%) and maths (-9.7% vs -4.4%) but has narrowed in reading (-11.7% vs -13%). Again, this indicates that the strong focus on improved reading opportunities in our PP strategy has been successful to date, but that our strategy now needs to widen to include improved opportunities for writing & maths.

Attainment (YR-Y6)	2024-25 End of Year Attainment (YR-6) ARE+		2024-25 End of Year Progress (YR-5) ARE+	
	PP	Non-PP	PP	Non-PP
Reading	77.3	89.0	95.5	94.0
Writing	74.7	84.9	100	96.4
Maths	84.3	94	85.5	95.5

Attendance Data

Data for 2024-25 shows that the attendance of disadvantaged pupils continues to fall short of the School's target of 96% in all year groups except YR.

YR	97.95%
Y1	93.23%
Y2	94.45%
Y3	95.81%
Y4	93.98%
Y5	94.65%
Y6	93.18%

Monitoring Activities

The Pupil Premium Strategy was monitored three times in 2024-25 and progress relating to each planned activity was evaluated. The Pupil Premium Strategy for 2025-26 will be reviewed at three points in the year – January, April and July. There will be a particular focus on attainment, and on the attainment gaps in Writing & Maths.

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
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