

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Alderman Payne Primary School
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	30.4%
Academic years that this pupil premium strategy plan covers	2024-27 (reviewed annually)
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Governors
Pupil premium lead	Sarah Mulford
Governor / Trustee lead	Derek O'Sullivan and Alex Craig

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,592
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years	
Total budget for this academic year	£49,592

Part A: Pupil premium strategy plan

Statement of intent

The staff and governors of Alderman Payne Primary School are committed to improving the life chances for all pupils, and recognises that to achieve this and close the gap for those with disadvantage, targeted support is required within a caring and nurturing environment. As a result of this, we expect each child to develop a love of learning and to acquire the academic skills necessary to flourish in school, and as adults in the community.

We do this first and foremost through high quality teaching in class. In addition to this, we set targets specifically to support all children entitled to the pupil premium. This is responsive to their needs and irrespective of ability. Our commitment is to support all aspects of education and development and in addition to wider school initiatives, support for children will depend upon their individual targets

We ensure that;

- *Individual pupils are assessed*
- *Gaps in their learning are addressed rapidly through high quality teaching*
- *Expectations for all of these pupils are high*

Challenges

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

Challenge number	Detail of challenge
1	Children's combined attainment (Reading Writing and Maths) is not in line with national expectations
2	A small number of parents of disadvantaged pupils are "hard to reach" and their lack of engagement potentially hinders progress and attainment.
3	As there are few opportunities for highly paid work in the local area, many of the children lack ambition and aspiration in terms of their future employment options and their own potential.
4	Pastoral and SEND needs impact on wellbeing creating barriers to accessing the full school curriculum
5	Health and nutrition of some pupils impacts on attendance and learning

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
Pupils with Pupil Premium funding meet age related expectations across the core subjects.	• Pupils with PP achieve similar results to their peers. • Combined results increase • Results in additional assessments (PSC/MTC) show children are meeting age related expectations • Impactful subject leadership and CPD ensures that quality first teaching is supported and children make good progress within and across lessons

Improve the quality of reading, supporting children to use their phonic knowledge using individual and small group support.	• All PP pupils achieve similar results to their peers when they undertake the, "Read, Write Inc" synthetic phonics programme. • Reading assessments show that children are meeting age related expectations. • Pupil voice shows that children are reading for pleasure and access a wide range of texts
Children have good behaviour for learning in school and a good level of personal development and wellbeing.	• Pupils are represented across pupil councils, clubs and opportunities to represent and have responsibilities within school. • Pupil's attendance is greater than 95% • SEND/SEMH needs are identified and met improving engagement and success in lessons • Therapeutic approach to behaviour and curriculum accounts for individual challenges of pupils and families impacting positively on their engagement in school • Opportunities for quality play impacts on emotional health and wellbeing
All children have breakfast and are ready to learn. Children's health and nutrition is improved through sustainable healthy snacks and meals	• Children have a healthy breakfast every day. • Healthy snacks and meals support ongoing physical health and nutrition impacting positively on attendance and engagement in lessons
Ensure that all children are able to participate in events and activities. Children develop skills, passions and interests raising aspirations and ambitions.	• All children access wider enrichment activities such as trips and visits • The number of children with PP accessing clubs and opportunities increases.
Parental engagement improves attainment	• All parents are engaged with children's learning • Parents of children with Pupil Premium funding attend opportunities designed for parental engagement.

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: £5,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure quality first teaching addresses PP pupil's needs through careful differentiation and targeted support within class	https://educationendowmentfoundation.org.uk • study on collaborative learning approaches (+ 5 months improvement) • study on feedback (+ 6 months improvement) • study on teaching assistant intervention (+ 4 months improvement)	1, 2, 3
Ensure PP pupils are highlighted and discussed during pupil progress meetings with clear strategies implemented for their progress (irrespective of their ability).	https://educationendowmentfoundation.org.uk • study on collaborative learning approaches (+ 5 months improvement) • study on feedback (+ 6 months improvement) • study on teaching assistant intervention (+ 4 months improvement)	1, 2, 3
A broad and ambitious curriculum engages, motivates and inspires pupils. Teachers target support, questioning and activities to ensure this. Curriculum includes social and emotional learning and behaviour	https://educationendowmentfoundation.org.uk Study on social and emotional learning (+4months) Therapeutic Thinking	1, 2, 3, 4

CPD for all staff to support teaching and learning and sustained improvements in core subjects. To include subject lead release time to support teachers	https://educationendowmentfoundation.org.uk Study on effecting CPD for teachers: Enables improvements in leadership to support planning, teaching and learning in core subjects	1, 2, 3
---	--	----------------

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

Budgeted Cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support all children in groups using additional adults in core subjects to support pupils	https://educationendowmentfoundation.org.uk • study on one to one tuition (+ 5 months improvement)	1, 2, 3
Support pupils individually to catch up in “Read Write Inc.” synthetics phonics scheme using a teaching assistant for additional daily rapid catch up lessons	https://educationendowmentfoundation.org.uk • study on one to one tuition (+ 5 months improvement) • study on phonics (+ 5 months improvement) • study on teaching assistant intervention (+ 4 months improvement)	1, 2, 3
Use standardised assessments and diagnostic tools to inform teaching and interventions	Standardised tests can provide reliable insights into the specific strengths and areas for development for individual children informing both whole class teaching and smaller group work or interventions.	1, 2, 3

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

Budgeted Cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support to enable children to attend class trips and/or other out of school activities for targeted pupils.	https://educationendowmentfoundation.org.uk • study of arts participation (+3 months improvement)	2, 3
Provide a selection of afterschool clubs and opportunities accessible for all families	Evidence that a sense of belonging impacts on attendance. Principles are outlined in the DfE's Improving School Attendance Character Education Framework (DfE)	3, 4
Ensure that all disadvantaged pupils are provided with breakfast including being invited to Breakfast Club	https://pubmed.ncbi.nlm.nih.gov/14637332/	2, 3, 5
Encourage uptake of healthy meals and snacks during the school day	https://pubmed.ncbi.nlm.nih.gov/14637332/ The Education (Nutritional Standards and Requirements for School Food) (England) Regulations 2007 School food standards: resources for schools - GOV.UK	2, 3, 5

Targeted social and emotional, wellbeing or aspirational targets set for pupils specific to their individual needs	https://educationendowmentfoundation.org.uk Study on social and emotional learning (+4months)	2, 3, 4
Wellbeing focused interventions and planned opportunities focusing on wider development and social and emotional, mental health needs	https://educationendowmentfoundation.org.uk Study on social and emotional learning (+4months) Supports individual children, pupil cohorts, teachers and support staff in ensuring that children can access the curriculum. EEF are currently researching the impact of internal alternative provision	4
Parental engagement opportunities	EEF Study into parental engagement (+5 month)	2
Attendance and Punctuality. School Attendance Officers to support monitoring and early intervention using supportive methods to improve attendance	Supporting School Attendance Guidance (DfE)	1, 2

Total budgeted cost: £37,925

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 2024 to 2025 academic year.

Pupil Premium Data

	Reading	Writing	Maths	Combined
Year 1 (7 PP)	57%	57%	57%	57%
Year 2 (3 PP)	33%	33%	66%	33%
Year 3 (1 PP)	100%	0%	100%	0%
Year 4 (6 PP)	67%	33%	83%	53%
Year 5 (4 PP)	75%	74%	50%	25%
Year 6 (6 PP)	50%	50%	83%	50%

With low numbers of pupil premium within classes, assessing attainment is problematic. However, data shows that additional support with writing is required for pupils who are pupil premium eligible. Therefore a deeper focus on the targeted academic support in 2025-26 is necessary. This will be addressed through a structured CPD programme for TAs in line with EEF TA deployment research to promote best practice in supporting pupil progress.

Attendance

	Present	Auth. Absence	Unauthorised absence	Persistent Absence	Lates
National	93.2%	4.6%	2.2%	18.4%	--
Whole school	94.46%	4.27%	1.28%	15.32%	0.77%
Pupil Premium	92.13%	6.69%	1.18%	28.57%	1.14%
Not Pupil Premium	95.45%	3.23%	1.32%	9.21%	0.61%

This evidences that whilst attendance overall is in line with National, the percentage of children who receive pupil premium that are persistently absent or late to school is disproportionate to other pupils in school, therefore additional consideration within attendance monitoring is necessary within the pupil premium strategy. This year, with new guidance there has been a greater focus on support for attendance and this has had a positive impact across school, but early intervention and attendance contracts will need to be initiated earlier to provide targeted support for families.

Pupil wellbeing

Our wellbeing intervention and enrichment opportunities have been successful this year. However analysis demonstrates that uptake of afterschool activities does not proportionally include children who are in receipt of pupil premium. We have seen some success with

attendance at lunch time clubs so will explore this as an alternative in the Autumn Term next year. The development of our outdoor area and wellbeing activities within school time is ongoing but we are seeing a positive impact on social and emotional development of identified children targeted by this strategy.

Our focus on the school dinners has seen an impact on the quality of food, children have reported positively on new meal choices and the dinners provided in school. The next step is to work on a wider provision of healthy foods within the school menus and the uptake of these meals by children.

Overall

As elements of the strategy have been introduced this year, further embedding as part of the 3 year strategy will allow for aspects to be consolidated.

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
Additional phonics resources	Read, Write Inc.
Times Tables	Times Tables Rock Stars
White Rose Maths	White Rose Maths