

Alma Primary Pupil Premium Statement 2024-2025

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	8.38%
Academic year/years that our current pupil premium strategy plan covers	09/2024 – 07/2026
Date this statement was published	November 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Marc Shoffren
Pupil premium lead	Clare Stephens
Governor / Trustee lead	Vicky Shaffran

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,225
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£17,225

Part A: Pupil premium strategy plan

Statement of intent

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 pupils who start the school with low, medium or high prior attainment.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and 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.

Through our rich curriculum, we ensure that children leave our school with a wealth of real-life experiences, which build on their sense of purpose, meaning, belonging and desire to make a contribution to society.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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 below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our objectives are:

1. An ethos of high attainment and achievement for all pupils.
2. High quality teaching for all pupils. We recognise that quality first teaching in the classroom is the most effective way to raise standards.
3. A safe and stimulating environment for all our pupils.
4. A wide range of enrichment activities to develop cultural capital.
5. Support for pupils' social and emotional wellbeing and development.
6. A focus on creating an environment which promotes good mental health for our pupils.
7. Robust systems to track, review and respond to children's attainment and achievement.

Challenges

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

No.	Detail of challenge
1	Observations, discussions with pupil and parents show that some of our disadvantaged pupils have emotional and behavioural challenges that can act as a barrier to learning.
2	Assessments, observations, and discussions with pupils indicate that literacy skills continue to be a concern from some of our pupil premium children. This includes under-developed skills such as fluency, comprehension, vocabulary knowledge and the opportunity to have positive reading experiences. Some disadvantaged pupils have greater difficulties with phonics than their peers. This may be due to lack of early years reading experiences or lack of opportunities to make the sounds that will create the phonics.
3	Internal and external assessments indicate that maths understanding and attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues continue to be a challenge for many pupils. This can be caused by factors inside or outside school but affect children's social, emotional and communicative skills and academic performance at school.
5	Feedback from the admin team indicates that disadvantaged children may be less able to access extended school provision than other children.
6	Inconsistent support from home

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.

No.	Intended outcome	Strategies	Success criteria
1	Improve progress and attainment in literacy skills and vocabulary among disadvantaged pupils.	Class intervention groups are organised to support pupils with their learning. These intervention groups include Reading for Meaning; Catch-Up Literacy along with differentiated spellings etc. Termly Pupil Progress meetings will be a way of measuring progress and discussing the next steps for pupils. Teachers receive high quality CPD to enable them to ensure Quality First Teaching in Literacy skills. Observations of pupils.	Termly and annual data, inc. external assessments attest to improved standards of literacy for Pupil Premium children. Observations show that pupils are fully engaged in lessons.

2	Improve phonics attainment among disadvantaged pupils.	Strategies in place to address this concern include: <ul style="list-style-type: none"> • Frequent reading experiences within class, inc. use of volunteers. • Additional support to give pupils practise in phonics, fluency and comprehension skills. • Termly reading comprehension assessments will measure pupils' understanding and progress in aspects of reading. • Workshop for families giving strategies, particularly targeting pupil premium families 	Pupil Premium children (without SEN barriers) are able to master phonics and meet the phonics check expectations in years 1 or 2. For children who do not meet expectation further support provided in year 3.
3	Children make expected or better attainment in reading, writing and maths .	Strategies in place to address this concern include: <ul style="list-style-type: none"> • Use of teaching methods centred around the use of practical resources as a way of embedding understanding of concepts, following the staff inset on using concrete materials in maths. • The maths co-ordinator is timetabled to teach maths across the KS2 and to provide booster support where needed. 	Difference seen on entry are diminished over time, PP children achieve in line with non-PP children. Termly and annual data, inc. external assessments attest to improved standards of maths for Pupil Premium children, especially re multiplication check in Year 4 and KS2 SATs.
4.	Children with additional needs are given high quality, individualised support	Strategies in place to address this concern include: <ul style="list-style-type: none"> • Additional support given in the classroom when required • Interventions groups structured around the needs of the pupil/s 	PP pupils make the same rate of progress as their non-PP peers.
5	Children are able to build and maintain relationships with peers, to talk about feelings and resolve disputes sensibly. Behaviour is conducive to learning.	Strategies in place to address social and emotional issues include: <ul style="list-style-type: none"> • Pupil voice surveys (so pupils can give their views), and teacher observations • Use of the Spence Anxiety pupil questionnaire at the beginning of every academic year (so pupils can be selected for the interventions) • Nurture groups designed to support disadvantaged pupils and give them strategies to work with • Instigation of the 'Be-Friendly' social integration programme for Y5 class (they have the highest number of disadvantaged pupils in any class) • PSHE 'Heads Up' programme and other PSHE initiatives 	Teacher and support staff informal assessment reflect improvements in ability to articulate and manage emotions. Feedback from families also supports this, along with any follow up pupil survey. Children retain more friendships and have less fall-outs. Children need less support in class time to resolve conflict situations in the playground. Children are empowered to express feelings and advocate their needs.

		<ul style="list-style-type: none"> • 'Zones of Regulation' programme delivered in every class (to develop strategies to handle emotions) • Concerns are raised and reported on CPOMS 	Anxiety related incidents recorded on CPOMS are reduced.
5	Improved attendance for Pupil Premium cohort	<p>Strategies in place to improved attendance for disadvantaged children include:</p> <ul style="list-style-type: none"> • Targeted monitoring of records • Liaison with parents/carers where patterns of absence are observed. • Action plans devised in collaboration with child and family, inc support to develop and implement a morning routine. • Mentoring to support children on arrival to regulate and prepare for the school day. 	Reduction in absence, persistent absence and late data, reflected in improvements in attainment and wellbeing.
6	Home learning tasks are accessible for all pupils	<p>Access to home learning tasks to be adapted to ensure easy access for all families.</p> <p>Where technology may not be readily available, the school will send paper copies, and will receive work on paper copies in return.</p> <p>Where understanding the language may be an issue, the school will send appropriate, translated instructions to enable the pupil to access the work.</p> <p>Where home learning is continually not completed, the school will meet with the parents/carers to see how they can remove any barriers to enable this to happen.</p> <p>Workshop for families giving strategies, particularly targeting pupil premium families</p>	Majority of home learning tasks are completed at home and returned to school.
8	Ensuring that children are not disadvantaged from other learning experiences by subsidising the costs of the excursions, residential experiences, and extra-curricular activities.	<p>Strategies in place to improve uptake of extended school provision for PP children include:</p> <ul style="list-style-type: none"> • Families to be informed that the extended school programme is available to their pupils and reminded of this programme periodically throughout the year. • Disadvantaged pupils to be shown the programme at the beginning of the academic year, and termly, in order to encourage attendance. • Families of disadvantaged pupils to be approached in person if a club is particularly suitable for 	PP children are fully participating in all school trips and are accessing extended school clubs programme. Our PP pupils will have all residential trips and enrichment activities paid for or subsidised.

		<p>their pupil and to encourage the pupil to take it up.</p> <ul style="list-style-type: none"> • Places offered first to disadvantaged pupils. 	
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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: £ 10,000

Activity	Evidence that supports this approach	Challenges addressed
1:1 Support and small groups support from school staff, focus on evidence-based strategies to support Quality First teaching	Supporting the Attainment of Disadvantaged Pupils (DFE 2015) suggests that high quality teaching is a key aspect of successful schools.	1-5
Ensuring that teachers and LSAs continue to attend training that will help to support all pupils, and other more specific training that will support the disadvantaged pupils	High quality staff CPD is essential to follow EEF principles and is followed up during staff meetings and Insets. LSA training for 'Catch Up Literacy/ Numeracy'	1-5
Training and support provided by mental health leads to support emotional wellbeing.	Improvements in pupil's wellbeing and reduction in incidents; observations show targeted support delivered to pupils is effective and meets their emotional needs. The PP children are supported in Nurture Group, Zones of Regulation, and SCERTS programmes. In addition, in previous years staff have received training in 'Attachment and Trauma'. 'B-Friendly' is being delivered in Y5 (class with the highest number of disadvantaged children).	2,3

Targeted academic support

Budgeted cost: £ 2,005

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our maths teaching and curriculum planning	Purchase of specific concrete equipment to deliver themes and concepts in mathematics, following the training last year on the use of concrete materials in maths teaching. Pupils to access online Maths tuition for Third Space.	1, 2, 3 and 5
Specialist resources e.g. books	Pupils say they feel more supported and gained strategies to know and remember more in their learning. Reading Rocks PP book subscription service	3

Wider strategies

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
Providing financial support for disadvantaged children on school trips and residential school journey.	The financial assistance provided for disadvantaged pupils enables all pupils to participate in trips, residential school journey and all extra-curricular activities. No child is left behind due to financial constraints. All children participate in curriculum activities in the broadest sense and there is equality for all. This is made possible due to the application of the Pupil Premium Grant.	
Ensuring that no pupils are left behind in terms of accessing all amenities offered by the school	Pupils attending Breakfast Club, lunch clubs, and 'After School Care', being the wrap-around care offered to pupils, are supported through the financial application of the Pupil Premium Grant. This enables the children to have good quality care after school, thus enabling and supporting their parents to continue with their work commitments.	
Time for HLTA to support PP children	HLTA supports PP children in a variety of ways. She runs interventions to boost academic performance and to 'fill the gaps' where needed. She also runs interventions to support social and emotional development, especially for children who experience difficulties in this area or who need support to develop friendships or to socialize. Examples of such interventions are included below: One child has a soft start in the morning, followed by phonics teaching	

	<p>Five of the children are in Nurture groups; one is in Gardening Club.</p> <p>One child is in Circle of Friends</p> <p>These interventions are delivered on a weekly basis when the week is uninterrupted.</p>	
Heads Up Kids Program	Whole school sessions to improve friendships and wellbeing.	2

Total budgeted cost: £ 16,005

Part B: Review of the previous academic year

PP Strategy Outcomes

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

Activity or approach	Impact
<ul style="list-style-type: none">• Payment for resources and staffing to support 'Quality First Teaching'.• Purchase of resources to support reading comprehension, writing and maths• Training for staff• Assessment and advice from professionals e.g. Educational Psychologist, IAT team	<ul style="list-style-type: none">• Most pupils made progress in the above areas
<ul style="list-style-type: none">• Developing a common language using the Zones of Regulation as the model• Emotion Coaching, Restorative Justice training for staff• Heads Up Kids Programme	<ul style="list-style-type: none">• Reductions in playground disputes• The majority of pupils felt valued by peers• The majority of pupils showed good attitudes to learning• Pupils surveys show pupils feel heard and supported in school
<ul style="list-style-type: none">• Buying-in of professional support for the delivery of staff INSET and training.• 1:1 and small group literacy support• 1:1 online Maths tuition for year 6 pupils• CPD for all teaching and support staff	<ul style="list-style-type: none">• Monitoring evidence in pupil's work indicated good or better progress in Literacy and Numeracy