

Pupil premium strategy statement: Alveley Primary School

This statement details our school's use of pupil 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	Alveley Primary School
Number of pupils in school	110 (including Nursery)
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan cover	2025 - 26
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	TrustEd Schools
Pupil premium lead	Paul O'Malley
Governor / Trustee lead	Geoff Baker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31860
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	£31860

Part A: Pupil premium strategy plan

Statement of intent

At **Alveley Primary School**, we are committed to ensuring that all disadvantaged and Pupil Premium pupils achieve highly and flourish personally. Leaders, staff, and governors share a collective responsibility to remove barriers to learning and enable every child to thrive academically, socially, and emotionally within a caring, inclusive environment. Our approach is rooted in high expectations and a belief that disadvantage should never be a predictor of future outcomes. We provide pupils with the knowledge, skills, and cultural capital they need to succeed in later life, preparing them well for secondary education, employment, and adulthood.

To achieve this, we focus on:

- **High-quality, inclusive teaching** that meets the needs of all learners and ensures equity of access to the full curriculum.
- **Ambitious targets for progress and attainment**, with robust monitoring to ensure disadvantaged pupils achieve outcomes in line with or above their peers.
- **Developing confidence, resilience, and self-belief** so pupils recognise their value and potential.
- **Broadening horizons and building cultural capital** through enrichment, visits, and opportunities that raise aspiration and ambition.
- **Strong partnerships with families**, promoting engagement and shared responsibility for learning and wellbeing.
- **Targeted attendance support** to ensure pupils attend consistently and benefit fully from their education.

Leaders regularly evaluate the impact of strategies, ensuring that funding is used effectively to make a measurable difference in both academic progress and personal development.

Challenges

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

Challenge number	Detail of challenge
1	Although attendance for disadvantaged pupils is broadly in line with other groups, a small number of pupils are at risk of falling below the expected threshold due to persistent absence patterns linked to wider vulnerabilities.
2	Some disadvantaged pupils require additional support to strengthen emotional resilience, social interaction, and positive self-regulation, particularly when they face academic challenge or change.
3	Disadvantaged pupils often have fewer opportunities for cultural, sporting, and enrichment experiences beyond school, limiting the development of their cultural capital and aspirations.

4	Disadvantaged pupils in general have reduced opportunities to explore wider cultural, sporting and personal development opportunities than those who aren't.
5	Some disadvantaged families require additional support to confidently engage with the school, particularly in understanding how to help their child with early reading and home learning. Levels of engagement are inconsistent, and some parents are unsure how to best support learning routines at home.
6	Some disadvantaged pupils have lower phonics attainment and require more targeted, early intervention to secure decoding skills and fluency by the end of KS1.

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
1. Maintain strong attendance for PPG pupils.	<ul style="list-style-type: none"> A majority of PPG pupils will have attendance higher than the national average and closer to the school average. Of those whose attendance is below, there is a clear paper trail indicating actions taken by school. Those who there is a 2-year pattern of lower attendance, this is being addressed through EWO, with additional measures in place, if necessary. Clear registers of PPG engagement in wrap-around provision and analysis of whether this has impacted attendance.
2. Broaden pupils' cultural capital through planned enrichment.	<ul style="list-style-type: none"> All PPG pupils participate in a range of meaningful out-of-school experiences (e.g. visits, local partnerships, church links, community projects, allotments). Pupil voice evidences increased confidence, aspiration, and awareness of the wider world.
3.Ensure all PPG pupils are fully equipped for curriculum and wider opportunities.	<ul style="list-style-type: none"> All PPG pupils have correct uniform, PE kit, and Forest School clothing. All have access to a personal reading-for-pleasure book and change it regularly. All have access to computing equipment when required for homework or remote learning.
4.Strengthen parental engagement and confidence in supporting learning.	<ul style="list-style-type: none"> Parents of PPG pupils regularly attend workshops, drop-ins, or information sessions across the year. Home-reading records show a sustained pattern of reading at home for most PPG pupils. Homework participation increases, with clear evidence of families accessing support materials and online platforms.

	<ul style="list-style-type: none"> • Parent questionnaires show improved confidence in supporting learning at home, particularly with reading and phonics. • Attendance at key information events (e.g., SATs briefings, phonics meetings) is consistently high for PPG families.
5. Secure strong outcomes for disadvantaged pupils .	<ul style="list-style-type: none"> • Ongoing tracking shows consistent progress in practice screening tests during spring and summer terms. • All PPG pupils in Year 1 meet the expected standard in the phonics screening check, or show clear accelerated progress where not yet secure. • All PPG pupils make expected progress to meet national targets.

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.

Much of the evidence that supports the following approaches is based on the Education Endowment Foundation (EEF). The EEF are a charitable organisation, part funded by the Government, who have produced a toolkit for schools. This toolkit collates the evidence for effective use of PPG money in improving pupil outcomes. The toolkit can be found here:

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional EYFS and phonics teaching support through focused small group Teacher sessions (1:4 maximum) £9800	EEF show the high quality phonics teaching has a +5 month impact on pupil outcomes. EEF show that teaching assistant interventions have a +4 month impact on pupil outcomes. The EEF Toolkit shows an impact of +4 months for small group tuition. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFERR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf	5
1:1 reading with a Teacher/TA every day with those more likely not to pass phonics screening/ retake prioritised. £7000	The EEF Toolkit shows an impact of +5 months for specific 1:1 tuition.	6
Teacher and TA CPD focusing on the teaching of mathematics fluency skills £1000	The EEF Toolkit shows an impact of +4 months for high quality, TA interventions, which would bridge the gap for many pupils' mathematics fluency (including tables).	3,5

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

Budgeted cost: £7300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Re-Investment in 'Dyslexia Gold' software to rapidly identify weaknesses in pupil reading ability, such as phonological awareness, eye control and auditory discrimination. £550	Small-group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1699786010	2, 3, 6
RE- Investment in maths scheme – based on the Mastery Approach, that includes progressive fluency building and catch up- which can be used both at school and as home learning. £600	EEF Toolkit shows an impact of +5 months when adopting a mastery approach to mathematics. EEF Toolkit shows an impact of +5 months when adopting meaningful homework.	2, 3
Additional staff and SLT time to organise and run parent workshops, home learning and assessment meetings, weekly video updates and online portal maintenance. £3100	EEF Toolkit shows an impact of +5 months when adopting meaningful homework. Evidence from EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	2, 5

Staff training for specific 1:1 intervention strategies. £3050	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. (Education Endowment Foundation, 2021)	2, 6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Playground games and targeted social and emotional support during break/lunchtimes £1960	Boost your brain, while having a break! The effects of long-term cognitively engaging physical activity breaks on children's executive functions and academic achievement https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6402646/ The significance of school breaktimes: https://www.nuffieldfoundation.org/project/the-significance-of-school-breaktimes	1, 2, 4
Cool kids programme £500	The Cool Kids program is a research informed CBT program that teaches children cognitive behavioural skills that are designed to combat anxiety. The program helps children to recognise emotions such as fear, stress and anxiety, helps them to challenge beliefs associated with feeling nervous, and encourages them to gradually engage with fearful activities in more positive ways. To teach resilience and determination alongside maths and English.	1, 2, 4
Provide resources for pupils, such as PE kits, school uniforms and forest school equipment. £1500	"Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms" EEF, Closing the Disadvantage Gap, July 2021	2, 4
Purchase phonics resources in order support the catch up for PPG pupils across all classes in school. £500	Synthetic phonics will drive up basic literacy standards: https://www.gov.uk/government/news/reading-at-an-early-age-the-key-to-success	6
Free access to daily breakfast club £1000	Department for Education- Evaluation of Breakfast Clubs: https://assets.publishing.service.gov.uk/government/uploads/sys	1, 2, 4

	tem/uploads/attachment_data/file/603947/Evaluation of Breakfast Clubs-School briefing.pdf EEF research (breakfast clubs): https://educationendowmentfoundation.org.uk/news/eefstatement-republication-of-the-evaluation-of-school-breakfastclubs Children who eat breakfast before school are twice as likely to score highly in tests and assessments at 11 than those who start learning on an empty stomach. -A study of 5,000 nine to 11-years-olds carried out by Cardiff University reveals the link between eating breakfast and academic performance. (Nov15)	
Free access to all wrap around clubs (including sports, personal development such as sign language, and music clubs. £1500	The Education Endowment Foundation - Provision of a range of initiatives to extend children's experiences - Arts participation (+3) and Physical activity (+1) Department for Education: https://www.gov.uk/government/publications/the-pupilpremium-how-schools-are-spending-the-fundingsuccessfully	1, 2, 4
Funding for educational visits (and Y5/6 residential) and in-school educational workshops £2500	Vulnerable pupils benefit from an experience focused on developing confidence, self- esteem and learning a new skills. They are exposed to and supported to developing a new skill.	1, 2, 4

Total budgeted cost: £34,260

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 2022 to 2023 academic year.

Internal data indicates all PPG pupils making progress through school. In the KS2 SATS maths, PPG pupils made +13.0 points progress between KS1 and KS2, and in reading, achieved a +16.0 point increase in progress between Key Stages. This suggests a very strong positive outcome for Y6 pupils at their end of Key Stage assessments. This strong positive progress is reflected across other year groups.

Through our 2023/24 attendance strategy, PPG attendance improved from 90.94% to 94.7%, a statistically significant improvement and one which brings PPG attendance at Alveley above the national average for all primary attendance in 23/24. This has had a positive impact on all aspects of educational outcome, as well as giving the widest range of opportunities for personal development. However, PPG attendance still lags below our school attendance, with PPG being the lowest attendance amongst 'vulnerable' groups; the ambition is to bring PPG attendance closer in line to our school attendance.

Following academic year 2022/23, it was recognised that an over-representative percentage of the "bottom 20% of readers" across all year groups were PPG pupils. This showed that the potentially limited access to reading materials at home was having an effect on attainment in reading. However, following academic year 2023/24, this has significantly dropped, and is now 20%. This now suggests PPG pupils are underrepresented in that group. A significant improvement.

Pupils have accessed a range of wider experiences through good engagement with Wrap Around Provision. These have included art, sport, cookery, and gardening. The offer of Wrap Around Provision free of charge has further supported attendance.

Sports coaching provided internally - children enjoyed participating in interhouse competitions. 25% of Y6 PPG pupils were chosen to be sports leaders this year, 100% of PPG pupils attended at least one competition outside of school. Additionally, 50% of Trust Parliament are PPG recipients, 30% of School Council, 20% of Eco-Club and 50% of Y5 PPG pupils are librarians. Developing and cultivating leadership responsibilities amongst our PPG pupils is a vital part of our personal development offer, developing cultural capital for these pupils.

All pupils benefitted from funded school trips linked to termly. Last year, 100% of Year 6 PPG pupils were able to attend our 3-day residential trip at no cost, helping pupils to broaden their experiences and provided relevant context for pupils to apply to their classroom learning. These trips were across a range of curriculum areas, including science, history and geography, as well as the aforementioned residential trip.

New uniforms and the new, branded PE kits were offered to families ready for the new academic year, of which there was a strong uptake from parents. School have also provided or offered to provide forest school equipment, including wellies and waterproofs.

Externally provided programmes

Programme	Provider
-	-
-	-

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service pupil premium was primarily spent on ensuring pupils could access a wider range of out of school experiences and trips.
What was the impact of that spending on service pupil premium eligible pupils?	Alongside maintaining strong academic performance within school, our Forces pupils were able to access a wider range of extra-curricular and out of school learning experiences, broadening their understanding and providing context.