

Pupil premium strategy statement – Alveley Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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.

Our strategy focuses on early literacy, attendance, emotional readiness, targeted teaching and removing financial barriers, ensuring disadvantaged pupils achieve highly and access the full curriculum.

School overview

Detail	Data
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 covers (3-year plans are recommended – you must still publish an updated statement each academic year)	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 <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£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.

Challenges

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

Challenge number	Detail of challenge
1	Attendance for disadvantaged pupils has improved significantly, but the legacy of lower attendance and higher persistent absence means continued focus is required.
2	Some disadvantaged pupils require additional emotional resilience and regulation support to engage consistently with learning.
3	Fewer cultural, sporting and enrichment experiences beyond school.
4	Reduced opportunities for wider personal development compared with peers.
5	Families require additional support with home learning and reading.
6.	Lower phonics attainment requiring targeted early intervention.

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
Attendance	<ul style="list-style-type: none">• PPG attendance rises to 95.5%+.• PPG persistent absence reduces to below 10%.

	<ul style="list-style-type: none"> • The attendance gap between PPG and non-PPG pupils reduces to less than 1.5%.
Phonics (Year 1)	<ul style="list-style-type: none"> • 100% of PPG pupils achieve the phonics screening threshold OR demonstrate accelerated progress through RWI assessment checkpoints.
Key Stage 1 (Year 2)	<ul style="list-style-type: none"> • 75–80% of PPG pupils achieve EXS in reading and maths. • 70–75% achieve EXS in writing. • 20% achieve GD in any core subject. • All PPG pupils make expected or better progress.
Key Stage 2 (Years 3–6)	<ul style="list-style-type: none"> • Reading: 80% EXS / 20% GD • Writing: 75% EXS (accelerated progress for those below EXS) • Maths: 80% EXS / 20% GD
Cultural Capital & Enrichment	<ul style="list-style-type: none"> • 100% of PPG pupils attend at least one trip, club or enrichment activity each term. • All Y6 PPG pupils attend the residential. • All PPG pupils access wrap-around or enrichment each half term.
Curriculum Access	<ul style="list-style-type: none"> • 100% have uniform, PE kit, Forest School kit and learning resources.
Parental Engagement	<ul style="list-style-type: none"> • 90%+ read at home 3x weekly. • All PPG parents attend one workshop per term.

Activity in this academic year

Our chosen activities respond directly to our identified challenges: attendance, early literacy, emotional readiness, cultural capital, and home learning. The majority of funding is directed toward improving high-quality teaching, targeted academic support, and removing financial and social barriers for disadvantaged pupils.

This strategy will be reviewed termly through pupil progress meetings, attendance tracking, monitoring of interventions, book scrutiny and data analysis. The Pupil Premium lead reports termly to the Headteacher and to the Local Governing Body.

Pupil Premium funding is not used to fund core SEND provision or statutory teaching requirements. The funding is directed toward activities designed to remove barriers and improve outcomes for disadvantaged pupils.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality teaching & mastery curriculum development.	<ul style="list-style-type: none"> • Mastery training, retrieval practice, coaching triads. <p>Intended impact: Higher EXS/GD outcomes.</p>	1,5.
CPD in phonics, early reading & fluency	<ul style="list-style-type: none"> • RWI fidelity, reading workshops, TA fluency training. <p>Maintain 100% phonics outcomes</p>	2,5.
Leadership of disadvantaged provision	<p>Monitoring, PP meetings, books looks, coaching.</p> <p>Intended impact: Rapid response to gaps</p>	1,3.
Recruitment & retention of skilled staff	Stable, high-quality staffing	1,2,5.

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

Budgeted cost: £ 7,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tuition Structured tuition in core subjects	Accelerated progress	2,5.
Phonics intervention Keep-up groups, daily tutoring.	Avoid early gaps	5.
SEND/SEMH targeted support. Cool Kids, regulation groups	Improved learning behaviours	2,3

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

Budgeted cost: £ £6,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club & wrap-around care	Attendance, punctuality	1,3.
Subsidised trips & residential	Cultural capital access.	3,4
Uniform, PE kit, Forest School kit	Access & readiness	3.
Pastoral & social/emotional support	Wellbeing & resilience	2,3

. Home learning & parental engagement	Homework, reading, partnership	5.
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Total budgeted cost: £31,860.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium funding in 2024/25 had a substantial and measurable impact across the school.

Disadvantaged pupils made strong progress in reading, phonics, early maths and cultural capital.

Academic Outcomes 2024-2025:

- Y6 PPG pupils achieved secure EXS standards, with significant progress in reading.
- Y5: 100% EXS+ in reading and maths, with several GD.
- Y4: All EXS+; two exceeded National Targets by wide margins.
- Y3: One GD maximum scorer; both made accelerated progress.
- Y2: 3/4 EXS+, 1 GD; clear progress trend.
- Phonics: 100% pass rate.

Attendance:

Improved from 90.94% to 94.7%.

Enrichment & Cultural Capital:

100% of PPG pupils accessed enrichment, wrap-around care or clubs; all trips fully funded; 100% of Y6 PPG pupils attended residential.

Reading Impact:

Improved fluency and comprehension through daily 1:1 reading and RWI fidelity.

Wellbeing & SEMH:

Structured play, pastoral support and Cool Kids improved emotional regulation.

Overall Judgement:

PPG funding in 2024/25 had high impact academically, pastorally and culturally.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.