Pupil premium strategy statement – Alexandra Park Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	460
Proportion (%) of pupil premium eligible pupils	101 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)**	2024-25, 2025-26, 2026-27
Date this statement was published	October 2024
Date on which it will be reviewed	September 2026
Statement authorised by	Phil Brooke Headteacher
Pupil premium lead	Claire Williams Deputy Headteacher
Governor / Trustee lead	Ryan Walker/Emma Harris (Co-chairs)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025-26)	£160,590 1,515.00 per PP child £2,630 per post LAC £350 per Service Child £2450 per LAC 101 children
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0
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*	£160,590

Part A: Pupil premium strategy plan

Statement of intent

Our school is committed to ensuring that all children, irrespective of their background or the challenges they face, make good progress, achieve high attainment across all subject areas and enjoy enriching experiences and opportunities while at our school. Our school values of Care, Aspire and Achieve are entrenched within our approaches including our pupil premium strategy.

We also 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 children's needs, regardless of whether they are disadvantaged or not.

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 (EEF Guide to Pupil Premium). 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 pupil premium strategy is integral to our wider school improvement strategy for all pupils. We also have a wide-ranging approach to ensure the best education and outcomes for all children. This approach includes strengthening relationships between parents and carers and therefore improving parental engagement. We also prioritise the social, emotional and wellbeing needs of all of our children and families.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help all pupils excel. To ensure they are effective, we will:

- *act early to intervene at the point need is identified*

- *adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.*
- *Use an evidenced-informed approach which is rigorously monitored and evaluated*

Challenges

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

Challenge number	Detail of challenge
1 Oracy	Assessments (NELI, Language Link,Speech and Language Assessments, Reception Baseline Data), observations, and discussions with pupils and staff indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils on entering EYFS.
2 Reading	Assessments (Phonics screening, Benchmarking, EYFS assessments) observations, and discussions with pupils show that disadvantaged pupils generally have greater difficulties with early reading than their peers. This negatively impacts their development as readers and learners.
3 SEL/Enrichment opportunities	Our internal research (including wellbeing surveys, teacher assessment), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities which can limit cultural capital. These challenges particularly affect disadvantaged pupils, including their attainment.
4 Adaptive Teaching	Teacher observations and assessment across the curriculum, indicate disadvantaged pupils require more instruction and practice to acquire metacognitive skills and behaviours and to access all areas of the curriculum. An adaptive approach is needed across all year groups and curriculum areas to meet the needs of all pupils.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes and phonics screening scores in 2025/26 show disadvantaged pupils achieve as well as non-disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: ● qualitative and quantitative data from pupil voice, pupil, and parent surveys and teacher observations ● an increase in participation in enrichment activities, particularly among disadvantaged pupils
To provide an inclusive and adaptive education for all pupils, with a particular focus on access to the full curriculum for our disadvantaged pupils.	Triangulation of evidence (attainment and progress, lesson observations, pupil, and teacher voice and curriculum documentation shows that lessons are adapted to meet the needs of all pupils. Feedback, scaffolds and supports are used well and benefit pupils.

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: £ 86,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure the quality of teaching and learning across the schools is consistently high. Coaching and mentoring used to develop and support all teachers. High quality professional development opportunities within school and through the use of external partners such as the EEF, NCETM, Chartered College of Teaching, Teaching School Hub and Stockport Local Authority. All staff including support staff are part of our package of professional development opportunities designed to ensure a high quality, evidence-based approach to teaching and learning. We run Teacher Research Groups, Lesson Study and many other models of professional development across our whole school to ensure that all staff are motivated, knowledgeable and prepared to deliver the best curriculum, and have the skills to do so. Our ECTs (Early Career Teachers) have a dedicated mentor with specific non-contact time dedicated to supporting their development.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy https://www.gov.uk/government/publications/early-career-framework https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches	1, 2, 3,4

We will continue to develop EYFS and KS1 teacher and support staff knowledge and understanding of Early Reading development. We will provide a comprehensive package of support to train all staff and to implement our phonics and reading schemes. Our Evidence Leads in Education working with the Research School will co-facilitate/attend Research School programmes and training delivered to other schools Time and resources will be provided in school for the implementation of the programme recommendations ensuring a robust and evidenced-based approach to teaching and learning. Our school staff will also benefit from being part of an EEF Oral Language Programme in partnership with the LA to develop approaches and share best practice. Communication, Language and Literacy approaches across our early years and KS1 will be strengthened and improved as a result of the programme.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/support-for-schools/eef-regional-support	
Continue to develop mastery approaches in maths. We have Mastery Specialist Teachers in school who have worked for the NCETM (National Centre for Excellence in Mathematics) who lead on providing professional development opportunities for all staff. We also have 4 additional Professional Development Leads and 3 SLEs who work across the school on projects to improve maths teaching and learning. A focus for this year will be to continue to implementation 'Fluency Bee'. This programme will focus on fluency development throughout the school and will follow the Teacher Research Group structure of professional development.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	4
Implement DFE approved Phonics Programme. Read, Write, Inc will be used in EYFS, Year 1 and Year 2 and for intervention/progression across KS2. All staff will receive high quality training from RWI and a Literacy	https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes#fn:2	1,2

Specialist from the English Hub, and receive follow on PD throughout the year from our DHT/ Early Reading Lead. Our reading/phonics lead is non class based to support and develop our approach to reading throughout the school. This work will involve TRGs and ongoing coaching and training for all staff.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
In addition to the strategic leadership provided by the pupil premium lead, we have 3 pupil premium champions working in EYFS, KS1 and KS2. They are members of the senior leadership team, support wider strategies for disadvantaged pupils and track and monitor the progress, attainment, and wellbeing of all disadvantaged pupils. They also ensure that all teaching approaches and interventions are well implemented to ensure the most impact and chance of success.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation	1,2,3,4

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

Budgeted cost: £ 49,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Across the school support staff are deployed to have the maximum impact on learning, particularly for disadvantaged pupils. In EYFS we have an additional specialist communication and language teaching assistant for 3 days per week who delivers small group and one to one evidence-based interventions. In Year 1/2 we have full-time academic mentor who also delivers small group and one to one evidence-based interventions. Across years 3, 4, 5 and 6 we have additional full-time TAs who provide support and additional capacity to ensure that high quality feedback is provided for pupils.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2, 3, 4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring	
Across the school we have specialist TAs who deliver phonics and reading interventions for any struggling pupils. These are managed and coached weekly by the Deputy Headteacher/Early Reading Lead to ensure high quality delivery and impact.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 4
Ensure high quality speech and language provision is provided across the school but with a particular focus on our youngest learners. Qualified speech and language therapist employed to screen and provided programmes for trained staff to deliver and to deliver therapist programmes to the children most in need.	https://www.rcslt.org/speech-and-language-therapy/where-slts-work/education/	1, 2

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

Budgeted cost: £ 38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Non-contact time for SLT to meet with parents, provide parent workshops, provide additional opportunities such as 'stay and read' sessions for parents/carers.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3
We have a trained ELSA (Emotional Literacy Support Teachers) who work with children and families in addition to an non-classed based SENDco who also delivers evidenced-based social/ emotional/mental health focused interventions and support for pupils and parents.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Mental Health First Aid training for staff. SENDCO/Safeguarding Lead Senior Mental Health Lead	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/937601/Wellbeing-literature-review_final18052020_ap.pdf https://www.gov.uk/guidance/senior-mental-health-lead-training	
Funded breakfast club for PP/vulnerable children.	https://ifs.org.uk/publications/8714	
Funded breakfast meal for all children		

Funded after school place for all PP/Vulnerable children. Funded place at choice of enrichment club. Such as Dance, music, drama, football. Coding, first aid for all PP/Vulnerable children.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	

Total budgeted cost: £ £174,055

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for Disadvantaged Pupils July 2026

Intended outcome	Success criteria	Outcomes for Disadvantaged Pupils July 2025
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	Data from our NELI cohort and WellComm screening indicates the gap is narrowing between our non-disadvantage children and disadvantaged children. Observations of disadvantage children show improvements in oral language including vocabulary and comprehension. All disadvantage children have made positive progress from their starting points. The gap between disadvantage and non-disadvantaged children at the end of nursery for communication and language was 10% at the end of 2025. 88% of disadvantaged children met the Communication and language ELG compared to 91% of non disadvantaged children.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes show disadvantaged pupils achieve as well as non-disadvantaged pupils.	KS2 Reading: All children 90% Disadvantaged children 90% KS2 Reading: All children 93% Disadvantaged children 88%
To achieve and sustain improved	Sustained high levels of wellbeing from 2024/25 demonstrated by:	Pupil wellbeing and sense of belonging remain high across the school, with questionnaires showing no significant differences

wellbeing for all pupils in our school, particularly our disadvantaged pupils.	• qualitative and quantitative data from pupil voice, pupil, and parent surveys and teacher observations • an increase in participation in enrichment activities, particularly among disadvantaged pupils	between disadvantaged and non-disadvantaged pupils. All classes are monitored half-termly, and key children receive ongoing support and tracking to ensure their wellbeing needs are met. There has been an increase from last year in the number of disadvantaged pupils accessing our enrichment opportunities.
To provide an inclusive and adaptive education for all pupils, with a particular focus on access to the full curriculum for our disadvantaged pupils.	Triangulation of evidence (attainment and progress, lesson observations, pupil, and teacher voice and curriculum documentation shows that lessons are adapted to meet the needs of all pupils. Feedback, scaffolds and supports are used well and benefit pupils.	End of KS2: All children: Reading 90% Writing 84% Maths 89% Disadvantaged: Reading 90% Writing 79% Maths 90% End of KS2: All children: Reading 93% Writing 93% Maths 95% Disadvantaged: Reading 88% Writing 88% Maths 88%

Externally provided programmes

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

Programme	Provider
Read, Write, inc	Ruth Miskin Training
Fluency Bee/Infinity	White Rose Maths
NELI	OxEd
Fluency Project	Herts For Learning
Letter Join Handwriting Scheme	Letter Join
Clickr	