

Pupil premium strategy statement – Albert Village Primary School

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	204
Proportion (%) of pupil premium eligible pupils	18%
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	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Cheryl Lott
Pupil premium lead	Luke Stratton
Governor / Trustee lead	Dave Ellison-Lee (as delegated by Board of Directors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,950
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£58,950
<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>	£37,138

Part A: Pupil premium strategy plan

Statement of intent

At Albert Village Primary School, we are committed to ensuring that our children receive the highest quality of education to enable them to become active, socially responsible citizens in the future.

We recognise that pupils in receipt of funding may face a range of different barriers which may impact their learning and their social/emotional development. The focus of our pupil premium strategy is to support disadvantaged and vulnerable pupils in order that they make all subject areas and develop emotional resilience. We want to ensure that they develop a positive sense of wellbeing, along with all of our children.

Enrichment opportunities are provided to give every child the chance to flourish and to experience the world more widely.

We take the individual challenges faced by vulnerable pupils into account, and we work hard to ensure that the staff who work the closest with these children get to know them well, so they can adapt their school experience to suit them best. This statement shows how Pupil Premium funding will be used in order to achieve these goals.

Our aim is that pupil premium attainment will be level with non-pupil-premium attainment.

The funding is used in the following key areas:

- Improving the quality of teaching, e.g. professional development
- Development of curriculum resources
- Wider strategies – e.g. extra-curricular activities

Key principles

We will achieve these aims through teacher development, enhancing the quality of teaching, purchasing appropriate subscriptions and apps to enhance pupils' learning, purchasing equipment to support learning, subsidising enrolment to breakfast club and other extracurricular activities, and subsidising the cost of trips and other enrichment opportunities.

Achieving

We use centralised cluster CPD to ensure that we are upskilling all teachers. This is then followed by bespoke coaching of our teachers in school time.

We recognise that a key factor in achieving high standards of pupil attainment is through teacher development and high-quality teaching and learning. Instructional coaching and high-quality CPD will ensure that our teachers are all developed. We are also following a programme of professional development for our support staff this year, ensuring that all are able to support the diverse range of children that we work with. The combination of these should have the effect of up-levering all results, and also of closing the disadvantaged achievement gap.

We will ensure that all disadvantaged children are treated as individuals, and their unique learning character is taken into account. We monitor attainment, progress and attendance closely, as well as their emotional and social development. Spending will ensure that no pupil has to miss out on enrichment opportunities through the school year.

Challenges

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

Challenge number	Detail of challenge
1	Variance in parental involvement, engagement and capacity to support with home learning
2	Attendance (Persistent absence and low attendance)
3	Social and emotional issues including lack of enrichment opportunities
4	Variability in effectiveness of teaching
5	Limited vocabulary to be able to access our rigorous curriculum

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
Consistently strong teaching and learning practice, where evidence-led strategies are employed within lesson delivery	<p>Teachers have strong pedagogical knowledge</p> <p>Teachers make well-informed pedagogical choices</p> <p>Pupils remember more over time</p>

Raise disadvantaged attainment in all key metrics at each statutory assessment point	Disadvantaged pupils attain at the same level as non-disadvantaged pupils in each statutory assessment point.
Stronger outcomes for combined attainment in KS2	Pupils achieve in line with national
Pupils rates of attendance increase	Disadvantaged pupils attend at the same rates as their non-disadvantaged peers
Consistently strong teaching and learning based upon evidence-informed practice.	Staff have strong pedagogical knowledge Pupils remember more overtime Pupils achieve in line with National Expectations
Parents/carers participation in school life and learning increases	Evidence of increased parental participation with impact on achievement. Parents report positive experiences of supporting their child and being involved in school life
Every child is able to partake in enrichment activities offered by the school.	Families access support for the cost of activities.

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: £21,812.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Devise, develop & deliver a programme of strong, sustained CPD, focused on evidence-led teaching approaches,	Evidence shows that quality of teaching has a high impact on pupil outcomes. Using approaches that have been shown to have impact in the classroom will enhance the impact of teaching and learning. Following EEF guidance on the delivery of effective CPD allows teachers to be shown strategies, and also have time to practice them with peers and apply them to future classroom practice.	4 & 5

<p>delivered in line with the EEF guidance by Trust Teaching & Learning Leads.</p>	<p>EEF Effective Professional Development Guidance Report</p> <p>Improving The Impact of Teachers in Pupil Achievement in the UK – Sutton Trust</p>	
<p>Provide instructional coaching for all teachers, delivered by experienced</p>	<p>Instructional coaching has been shown to have impact over time due to the nature of being coached in small increments, and having this modelled with time to practice and have feedback on by an expert.</p> <p>The EEF designate this as follow on coaching and put this at the heart of effective professional development following on from initial training.</p> <p>Four Reasons Instructional Coaching is Currently the Best Evidence-Informed CPD</p> <p>Putting Evidence to Work – EEF</p> <p>What is Instructional Coaching – Ambition Institute</p>	<p>4 & 5</p>
<p>Development of high quality curriculum resources that are ambitious and academically rigorous, including teacher resources that support development of teacher subject knowledge</p>	<p>A strong, ambitious curriculum with logically sequences lessons has been shown to be essential for learning to take place.</p> <p>Teacher subject knowledge, and their pedagogical understanding of how to relay this knowledge to pupils has also been highlight as effective practice.</p> <p>The Great Teaching Toolkit: Evidence Review – Evidence Based Education</p>	<p>4 & 5</p>
<p>To identify a pupil premium champion in</p>	<p>Cat 4 testing for all Rise+ children. Rigorous tracking of interventions and clear tracking of termly assessment.</p>	<p>4 & 5</p>

school to lead on raising attainment strategically.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium https://support.gi-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/information-for-parents/	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £27,710.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	4 & 5

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

Budgeted cost: £9,427.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence	2

Improving School Attendance advice. Employing trust attendance officer.		
Purchase school uniform for children in receipt of pupil premium	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/schooluniform	1, 2 and 3
Development of a range of after school clubs.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)	3
Supporting the development of a range of school trips	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	3
Development of a school breakfast club	There is lots of evidence that eating well in the morning affects academic achievement throughout the day. We will enable families to use our breakfast club to make sure their children are well-fed and to enable parents to work their own day around the school day more easily. This will be subsidised for Pupil Premium children.	1 & 3

Total budgeted cost: £58,950.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS

EYFS GLD 80% (national 68%) PP 80%

KS1

Y1 phonics screen 79% (national 80%). PP 75%.

Y2 reading 82%. PP 63%

Y2 mathematics 71% PP 50%

Y2 writing 64% PP 38%

RWM combined 62%. PP 29%.

KS2

MTC average: 20.83 (national 21.0),

% 25/25: 34% (national 37%)

KS2 reading 66% (national 75%). PP 67%

KS2 writing 69% (national 72%). PP 50%

KS2 maths 79% (national 74%). PP 83%

Attendance

2024-25 95.11%. PP 94.55% (0.55% difference.)

The school's pupil premium champion collects comparative data 3 times yearly, closely monitoring the attainment and progress of pupil premium children in comparison to non-pupil premium. This information is then fed back to class teachers regularly and is used to inform whole-school priorities as well as individual class priorities. Where there is recognition of persistent absence, this is addressed by the leadership and office staff in a supportive way wherever possible.

The school has used CAT4 tests in order to identify specific learning needs of different children. These feed into pupil progress meetings and shape the individual learning for these children. The school uses White Rose assessments (for maths) and Headstart

assessments (for reading). Analysis of these assessments allows teachers and leadership to target provision for the individual needs of children, with a focus on pupil premium children.

Teaching strategies, which include pre-teaching, overlearning, re-teaching with alternative methods, are used to ensure secure knowledge continues to be embedded throughout the school in all areas of the curriculum.

Support staff training has ensured that they are upskilled as they play a significant in pre-teaching and over-teaching. Oracy is well embedded in the school and is being used to inspire, engage and support reluctant writers. Support staff offer high impact provision and additional targeted interventions. There is a year-long programme of support staff training running throughout this academic year.

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

Service pupil premium funding (optional)

*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***

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The impact of that spending on service pupil premium eligible pupils

Further information (optional)