Aldersbrook Primary School -
3 Year Pupil premium strategy statement (24/27)

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	Aldersbrook Primary School
Number of pupils in school	670
Proportion (%) of pupil premium eligible pupils	10.7%
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	22/11/2024
Date on which it will be reviewed	22/11/2027
Statement authorised by	Julie Crouch
Pupil premium lead	Neptali Palmer
Governor / Trustee lead	Rosie Chapleo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,640.00
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	£119,640.00

Part A: Pupil premium strategy plan

Statement of intent

Here at Aldersbrook we are passionate about creating a place of learning which is populated with **curious, confident, involved** and **independent** learners for life. We believe that when learners are curious, they ask questions about the world around them and learning becomes an active part of their whole life. Curiosity builds a love of learning and a drive to discover answers for themselves. We believe that when children are confident, they maintain a voice, articulate themselves and speak out respectfully. We believe that when pupils are involved, they ask questions about what they are learning and why they are learning. We know that when learners are independent they have a greater understanding of what helps them to learn and are reflective of how to improve and better their learning processes. We hold this expectation for all learners and are committed to ensuring equity of resources are provided so that all pupils can access learning to the highest level.

The effects of the Covid-19 pandemic continue to be felt by many pupils and families across the country. Full and partial closures of schools had a significant effect on the academic and social growth of many pupils as well as a visible toll on the mental health and wellbeing of pupils. There is a risk that the attainment gap for pupils who are economically disadvantaged will widen further, therefore, sustained and timely approaches have been adopted to support the progress and attainment of all children.

Our greatest focus remains to ensure that children's progress is accelerated through targeted support, professional development and effective challenge for all. We also aim to engage more deeply with our families so that our children are being supported with their learning, even when they aren't in school. We aim to cater for the whole child whilst striving for very high attainment and excellent progress measures.

Our overarching objectives are:

- For all pupils, including those who are disadvantaged, to make or exceed nationally expected progress rates & attainment levels.
- Ensuring that the learning barriers of disadvantaged children with SEND are being addressed with evidence informed strategies.
- To support our children's health and wellbeing.
- Engage & support families with their child's learning, particularly those from disadvantaged backgrounds.
- Ensuring that appropriate provisions are made to enhance cultural capital and aspirations of disadvantaged pupils, this includes prioritisation for after-school

clubs, subsidised/no cost educational visits and residentials, free music tuition etc.			
Success criteria met	On track to meet success criteria	Started but not on track to meet success criteria	Not yet started

Challenges

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

Challenge number	Detail of challenge/aim
1	Expected reading & writing levels remain above national average with a focus on the progress of Pupil Premium recipients with SEND.
2	Raise cultural capital experiences of Pupil Premium recipients to minimise the impact of societal pressures.
3	To review and reflect our PP strategy for new starters including from EYFS.

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	24 - 25	25 - 26	26 - 27
Pupil Premium children will make expected or accelerated progress in all core subjects and meet age expected outcomes or above (writing	• Disadvantaged pupils match or exceed progress & attainment levels as non-disadvantaged across all core subjects (not taking into account SEND/PP pupils). • Early identification of barriers for PP/SEND pupils. • Evidence based strategies used to impact progress & attainment. • Targeted interventions in place & reviewed for impact.			

& reading focus).	• Disadvantaged pupils with SEND have clear pathways identified to support them in progressing and where possible closing their attainment gaps. • Increased % of pupils who achieve expected levels across reading & writing by the end of KS2. • In-school tuition offered at least 2 half-terms a year to provide PP opportunity to receive more quality first teaching to raise attainment.			
Pupil Premium children to engage with a wider range of enrichment activities before, during and after school to build cultural capital. Opportunities extended to school holidays and off-site visits/trips.	• Family engagement of spaces for Off The Ball holiday club ran at the school. • Every PP family to be supplied with IT equipment to access learning at home (Chromebook) • Support provided to ensure PP families are given early access/ discounted & free clubs to attend before and after school. • All clubs have free PP only places and focus on PP engagement to create clubs throughout the year which appeal to them with the aim of 100% of PP children attending an extra-curricular club across the year. • Discounts in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, music lessons, residentials, family holidays etc. as well as providing flexible payment schedules and other support needed. • Targeted residentials to provide specialist provision (writing & reading focus).			
Pupil Premium offer to be an explicit part of joining the school at any	• Ensure support is provided to families of all new starters in nursery & reception regarding applying (where necessary) for EYPP/PP support.			

stage (especially statutory age) to create meaningful and strong bonds with families in order to best support the academic, social and emotional growth of our Pupil Premium children.	• Families will transition from EYPP to PP after reception to ensure support is still provided for the children and families. • Stronger bonds built between family and school from EYFS stage to help work through barriers together. • Ensure support is provided to families of all new starters from years 1 to 6 regarding applying (where necessary) for PP support. • Provide staff in school to provide initial face to face meetings with all EYFS and new parents/carers for all PP pupils across school to discuss progress and build relationships with class teachers & school. • Parent workshops to target PP families			

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: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	24 - 25	25 - 26	26 - 27
Scheduled use of library bus & reading buddies initiative to further a love of reading.	Sylva et al., 2011 research has shown that access to books is one of the most important factors in developing strong reading habits. School libraries, including mobile library services such as library buses, help increase access to a variety of books, particularly for students who may not have books at home. The Scholastic Kids & Family Reading Report (2019) found that children	1, 2			

	who had more access to books were more likely to develop a love for reading. Roscoe & Chi's (2007) research showed that peer tutoring, or "reading buddies," is a strategy where older or more experienced students help younger or less proficient readers. Research shows that peer-assisted learning enhances both the learning outcomes for the "tutee" (the student being tutored) and the "tutor" (the student providing assistance). Reading buddies help promote confidence in young readers, encourage positive social interaction, and reinforce reading habits.				
Evidence based deliberate practice CPD for all teaching staff.	The evidence supporting deliberate practice-based CPD for teaching staff highlights that ongoing, targeted professional development—focused on specific teaching practices, supported by feedback, and involving cycles of reflection and practice—leads to significant improvements in teaching effectiveness and student learning outcomes. By embedding deliberate practice into CPD, teachers are able to hone their skills in a structured and evidence-based manner, improving both their own teaching practices and the educational experiences of their students. Timperley et al., (2007) found that peer collaboration within CPD programs helps teachers refine their skills, leading to more effective teaching.	1			

	The TL2 program (Wiliam, 2016), focused on providing teachers with collaborative opportunities to engage in deliberate practice and receive feedback, showed substantial improvements in teaching practices and student learning.				
Targeted year group support.	Snow's (2010) research highlights that early intervention in reading and writing (typically within the first few years of schooling) is crucial for long-term academic success. Students who struggle with literacy in the early years are at higher risk of falling behind in later grades. Targeted interventions in the early years (Year 1 to Year 3) can help address these gaps and ensure that students build a strong foundation in literacy. Evidence supporting targeted year group support for reading and writing underscores the importance of providing differentiated, age-appropriate literacy interventions at various stages of a child's education. Whether through early intervention in the primary years, differentiated instruction in later years, or data-driven approaches like RTI, targeted support ensures that students receive the right help at the right time. Research consistently shows that targeted interventions improve both reading and writing skills, foster a love of literacy, and help close gaps in achievement across different year groups. By aligning support with students' developmental and academic needs, educators can ensure that all students progress in their literacy journey.	1, 2			

Highly effective delivery of a carefully planned, knowledge rich curriculum; including the teaching of metacognitive strategies to empower pupils to embed learning. Subject leaders released to monitor, support and embed CICI through our curriculum.	The EEF has compiled evidence showing that teaching metacognitive strategies, particularly in the context of a knowledge-rich curriculum, has a positive impact on student outcomes. The impact is particularly strong when students are guided to use these strategies in a structured and intentional way, for example, by making learning objectives explicit and providing opportunities for reflection. The combination of a knowledge-rich curriculum and explicit instruction in metacognitive strategies leads to improved academic outcomes by providing students with the essential content knowledge and the tools to manage their learning. Research consistently supports the idea that metacognition enhances retention, promotes deeper understanding, and empowers students to take ownership of their learning. The careful planning of the curriculum, paired with metacognitive instruction, creates an environment in which students can thrive both in acquiring knowledge and in developing lifelong learning skills which helps embed our CICI values.	1, 2			

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

Budgeted cost: £39,855

Activity	Evidence that supports this approach	Challenge number(s) addressed	24 - 25	25 - 26	26 - 27
Additional Phonics Interventions in Year 2 and 3 for children who have not or may not pass the Phonics Screening	The UK's Phonics Screening Check has highlighted the importance of identifying students who may need additional phonics support. Children who do not pass the check in Year 1 are at risk of falling behind in reading. Additional phonics interventions in Year 2 and 3 have been shown to be effective in helping these children catch up. The EEF emphasises the effectiveness of additional, targeted phonics interventions for children who struggle to meet phonics benchmarks. For students who have not passed the Phonics Screening Check by Year 2, the EEF recommends additional phonics sessions to help improve decoding and fluency. Research by the Sutton Trust suggests that disadvantaged students are more likely to struggle with reading in the early years, and they benefit significantly from additional phonics instruction. The intervention can help level the playing field for pupil premium children who may not have the same home literacy resources or parental support as their peers.	1			
In-school tuition led by class teachers	According to the EEF, one-to-one tuition and small group teaching are among the most effective	1, 2			

	interventions for improving the academic performance of disadvantaged students. The EEF's research indicates that when tuition is delivered in a small group or individual setting, students benefit from more personalised attention, targeted support, and more focused instruction on their specific needs. The EEF also highlights the positive impact of well-targeted interventions, especially when they are led by teachers who can provide expert guidance. When class teachers directly lead tuition, they can tailor interventions to the specific academic needs of the students and make use of their deep understanding of the curriculum.				
Weekly small group tuition with a focus on 'pre-teaching ' so that cognitive load is reduced. Assembly groups with a focus on 'pre teaching'.	Evidence concludes that pre-teaching can enable low attaining pupils to make accelerated progress when learning new concepts in mathematics. This research created opportunities for pupils to practise a range of skills within small groups away from their classes, in an environment where they had a bigger voice, felt more confident and therefore could freely express themselves. When pupils went back into their classes, they were in control and more actively involved in their own learning as well as the learning of others.	1, 2			
NELI Intervention - EYFS & KS1	Early language skills are foundational for future academic achievement. Research consistently shows that children who start school with poor language skills are at a	1			

	higher risk of struggling with reading and writing later on. Early interventions like NELI can help address these deficits before they become entrenched, especially for pupil premium children, who are more likely to face language-related challenges due to socio-economic factors. The NELI program was rigorously evaluated through a large-scale randomised controlled trial (RCT) conducted by the University of Oxford and the Nuffield Foundation. The study found that NELI has a significant impact on improving the language skills of children, particularly those who are disadvantaged. In the study, children who received the NELI intervention showed substantial improvements in their language abilities, including vocabulary, sentence structure, and overall communication skills. The Education Endowment Foundation (EEF) highlights the effectiveness of early language interventions for children from disadvantaged backgrounds, particularly those in EYFS and KS1. Interventions like NELI, which are specifically designed to improve language skills, are shown to be especially beneficial for pupil premium children who are at risk of falling behind.				
On-site Dyslexia expert who expands to support children with	The use of on-site dyslexia and literacy experts to support pupil premium children has strong backing from research, particularly in the context of addressing literacy challenges	1			

other literacy needs	and the barriers to learning faced by disadvantaged pupils. Research consistently supports the importance of targeted interventions, such as those provided by specialists in dyslexia and literacy, to help close the achievement gap for pupils who face learning difficulties. The EEF suggests that one of the most effective strategies for improving literacy outcomes, especially for disadvantaged pupils, is explicit instruction in reading comprehension and language development. Literacy specialists can offer expertise in these areas, tailoring strategies to meet the needs of individual students, particularly those who struggle with foundational literacy skills like decoding and comprehension.				
Early Boost Talk Intervention - Nursery (starts from January of academic year)	The EEF identifies oral language interventions as one of the most effective strategies for improving outcomes for disadvantaged children, especially in the early years. These interventions focus on developing language and communication skills and have been shown to have a high impact on disadvantaged pupils. Early Boost Talk, with its focus on improving language development in Nursery-aged children, aligns with this evidence. The Early Boost Talk program was trialled in several settings as part of a pilot study, focusing on improving the language skills of children in Nursery. The study demonstrated that the	1			

	intervention led to improvements in children's vocabulary and language comprehension, with the most significant gains seen in children who started with lower language skills—many of whom were from disadvantaged backgrounds.				

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	24 - 25	25 - 26	26 - 27
Dedicated time of attendance officer to track & monitor PP attendance.	The use of a Dedicated Attendance Officer to track and monitor the attendance of Pupil Premium children is an evidence-based approach to improving school attendance and ensuring that disadvantaged students are supported to engage fully in their education. Research consistently demonstrates that poor attendance is linked to lower academic achievement, and children from disadvantaged backgrounds (including pupil premium children) are more likely to experience attendance challenges. Having a dedicated officer to track and support attendance can help reduce these barriers.	1, 3			

Cultural Capital Opportunities • Onsite Kitchen Workshops • Targeted Forest School PP sessions • Writing Residential Y5/Y6 • Family Holiday Association • Priority spaced for After-School Provisions (subsidised) • Free Breakfast Club for PP recipients • Free Music Tuition for PP recipients • Chromebooks • Holiday club • Subsidised school trips and residentials	Research has shown that a lack of cultural knowledge and awareness can impact on capacity to learn and understand through lack of varied life experiences. Increasing opportunities to engage in and encourage children and families to take part in a range of enrichment opportunities such as music tuition, trips, residentials and family activities helps to close the gap in learning and attainment. Ofsted's inspection framework emphasises the importance of personal development and extending the curriculum beyond academic achievement. It assesses schools on whether they: • Help children develop their interests and talents • Enable children to develop their character, including resilience, confidence and independence • Teach children how to keep physically and mentally healthy • Prepare them for future success • Equip children to be responsible, respectful and active citizens	1, 2, 3			
School Counsellor	Place2Be is one of the leading providers of school-based counselling services in the UK. An	1, 3			

	evaluation of Place2Be's program has shown that school counselling has a significant positive impact on the emotional well-being of students, particularly those from disadvantaged backgrounds. The study found that students who participated in counselling showed improvements in emotional regulation, behaviour, and academic engagement. Teachers also reported better classroom behaviour and fewer instances of disruptive behaviour in pupils who had access to counselling. Place2Be emphasises the importance of a whole-school approach to mental health, involving the child, their family, and school staff in supporting emotional well-being. This approach is particularly beneficial for pupil premium children, as it ensures that emotional support is integrated into the wider school culture and that families are engaged in the process.				
Dedicated extra-curricular leader to target & track PP participation.	The use of a Dedicated Extra-Curricular Leader to target and track Pupil Premium participation in extra-curricular activities has emerged as an effective strategy to ensure that disadvantaged students have equitable access to enrichment opportunities, which are known to play a key role in their overall academic and personal development. Research and evidence indicate that engaging pupil premium children in extra-curricular activities can have multiple benefits, including	1, 2, 3			

	improving social skills, boosting self-confidence, enhancing academic performance, and reducing behavioural issues.				
ELSA & SEMH check-ins.	Research and evaluations of the ELSA program itself indicate that it can have a positive impact on pupil premium children, particularly in terms of improving emotional regulation, social skills, and resilience. The ELSA program, which involves trained teaching assistants providing individual and small-group emotional support, has shown to be particularly effective in helping children manage their emotions and behaviours, which, in turn, enhances their ability to focus on learning. The Mental Health Foundation reports that children with emotional and mental health challenges, such as anxiety, depression, and trauma, often struggle with concentration, school attendance, and academic performance. Pupil premium children are at a higher risk for these challenges due to factors such as poverty, adverse childhood experiences, and family stress. Ofsted's research suggests that schools with a strong focus on emotional and mental health support create a more inclusive and supportive learning environment for all pupils, including those from disadvantaged backgrounds. A whole-school approach to SEMH support, including check-ins and	1, 3			

	targeted interventions like ELSA, helps build a positive school culture that supports both the emotional well-being and academic progress of pupil premium children.				

Total budgeted cost: £134,855

The 2025-2026 year will be reviewed by Assistant Headteacher, Neptali Palmer, and published on the school website by 31.12.2026