

Pupil premium strategy statement

Alverton Community 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	186 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	52 %
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)	2023-2026
Date this statement was published	December 31 st 2025
Date on which it will be reviewed	By October 31 st 2026
Statement authorised by	Lee Matravers (HT)
Pupil premium lead	Louise Dixon (DHT)
Governor / Trustee lead	Jean Stewart (CoG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,816 (+ any EY PP Funding))
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£157,816

Part A: Pupil premium strategy plan

Statement of intent

Alverton is a busy and thriving split-site one-form entry primary school situated in the heart of its community. We have a passionate, hardworking, and enthusiastic staff team who are committed to providing an excellent education and outcomes and who place vital importance on the physical and emotional wellbeing of our pupils. Children start with us from 3 years of age, many with below age-related levels of language development. Inclusion is at the heart of our ethos, and we have a well-established targeted mainstream SEN provision offering 8 places to children with Communication and Interaction needs that have an EHC plan. Just over half of our children are eligible for Pupil Premium funding, with much of our year groups made up of more than 60% disadvantaged pupils. Our local community is in quintile 4 (more deprived) of all schools and there are a number of families who do not qualify for pupil premium funding but who are surviving on very low incomes. The impact of Covid pandemic on our disadvantaged children was significant and has widened gaps in attendance and outcomes and changed attitudes within the community towards school.

Our school is committed to diminishing the gap between our disadvantaged pupils and their peers. We aim to ensure that all children reach their full potential and fully engage with our curriculum and school life. We are continually refining and improving our curriculum to ensure that it provides the knowledge, skills and opportunities to improve the life chances of all children. Alongside this we provide children the opportunity to keep up and catch up through individual and small group interventions and additional teaching to support struggling learners.

A significant area of focus for us is in over-coming the non-academic barriers that many of our learner's face, by developing excellent relationships with our families to allow appropriate support to be implemented. Our pupil premium strategy plan identifies the key challenges our children face. It outlines the outcomes we are working towards and the strategies and evidence-based activities that we are undertaking to achieve these over the next three years. This strategy is aligned with our school improvement priorities and ensures that all staff and Governors are united in their commitment to overcoming the disadvantage gap and clearly understand their roles within this process.

Challenges

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

Challenge number	Detail of challenge
1	<p>Outcomes</p> <p>Outcomes for disadvantaged children at Alverton are consistently below their non-disadvantaged peers and below national in reading, writing and maths by the end of KS2.</p> <p>By the end of KS2 in 23/24 for RWM expected standard the gap was to National disadvantaged pupils was –23 % and to non-disadvantaged pupils at Alverton was +11%</p> <p>We are closing the gap, but we need to close this further and ensure that all pupils have the outcomes that they are entitled to, to ready them for life beyond Alverton school.</p>
2	<p>Attendance</p> <p>Data show that attendance is significantly below national average at Alverton with attendance for the academic year 23/24 being 91.9%. There is a significant gap in attendance between disadvantaged children 90.7% in 23/24 to their non-disadvantaged peers 93.2% in 23/24. This well below National and local attendance rates and significantly below our school target of 97%.</p> <p>Assessment and observations show that this higher absenteeism is negatively impacting disadvantaged children's progress and attainment. Their lack of attendance results in gaps in their knowledge and in not consistently being able to attend intervention groups or extra teaching intended to close gaps, and to revisit previous learning to strengthen knowledge recall.</p>
3	<p>Pupil Wellbeing</p> <p>Our observations, supported by National Statistics, show that the impact of covid and the accompanying school closures on the wellbeing of disadvantaged children has been greater than on those non-disadvantaged children. Our records showing rising numbers of dis-advantaged children with SEMH needs requiring additional support and referral and a larger number of children displaying significant challenging behaviour. This poor emotional wellbeing is causing disadvantaged children to fall further behind their non-disadvantaged peers as they are unable to focus on learning until their SEMH needs are met.</p>
4	<p>Life experience</p> <p>Due to the cost-of-living crisis and high unemployment levels within families, many of our Alverton pupils do not have the same access to the wider world as their non-disadvantaged peers. Observations show that many do not regularly go out of their hometown or local area, have holidays, or visit places of local or national cultural interest. Their life experiences are limited. This impacts on their general knowledge, aspirations for adult life and their ability to become positive British citizens.</p>

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 attainment in reading and writing for all Alverton pupils, with particular focus on our disadvantaged pupils, to at least in line with national by the end of KS1 and KS2.	Data show that attainment in reading and writing for all Alverton pupils is at least in line with national levels by the end of KS1 and KS2. The proportion of all Alverton pupils achieving greater depth standard has increased to in line with national levels.
Improved attainment in maths for all Alverton pupils, with particular focus on our disadvantaged pupils, to at least in line with national by the end of KS1 and KS2.	Data show that attainment in maths for all Alverton pupils is at least in line with national levels by the end of KS1 and KS2. The proportion of all Alverton pupils achieving greater depth standard has increased to in line with national levels.
To achieve and sustain improved attendance for all Alverton pupils, with particular focus on our disadvantaged pupils, to levels at least in line with national.	By 2026 attendance will be at least in line with national percentages with no gap in attendance rates or persistent absence rates between disadvantaged and non-disadvantaged pupils.
To achieve and sustain improved wellbeing for all Alverton pupils, with particular focus on our disadvantaged pupils.	Evidence collected from pupil voice, pupil and parent questionnaires and teacher observations shows that by 2026 all pupils show sustained high levels of positive wellbeing, with no difference between our disadvantaged and non-disadvantaged pupils. By 2026 there are well-established and effective evidence-based interventions and systems in place to effectively identify and support children who are struggling or are in crisis.
To widen the life experiences of all pupils, with particular focus on our disadvantaged pupils, through the provision of enhanced curriculum enrichment opportunities.	Evidence collected from pupil voice, pupil and parent questionnaires and planning shows that by 2026 all Alverton pupils will have access to a planned rich curriculum that has a clear focus on bringing the wider world into school through visits, visitors and digital interactions. Activity attendance records, pupil voice and pupil questionnaires show that all Alverton pupils have equity of access to a broad range of extra-curricular activities that support their interests and introduce them to new experiences, pastimes and skills.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £59,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Facilitate and fund release time for an experienced ECT Mentor to support and coach ECT teaching in school through UCL ECF</p> <p>Enhance our existing Maths teaching in line with DfE and EEF guidance through continued funding of teacher release time for training, planning and participation in the NCETM Maths Mastering Number initiative and Claire Christie Multiplication fluency & recall.</p> <p>Continue to purchase any additional text and implement scheme for teaching reading across KS2 to secure consistent and stronger teaching of reading</p> <p>Implement a new scheme for teaching writing across whole school and additional KS2 support to secure consistent and stronger teaching of writing.</p> <p>Ensure through monitoring and coaching, fidelity to our DfE validated Systematic Synthetic Phonics</p>	<p>NIOT mentoring and coaching - Key Takeaways.pdf Rapid Evidence review shows evidence that mentoring can have positive impacts on mentee pupil attainment and literacy. Also, enhanced teacher/student interactions, and an improved classroom environment.</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net) Evidence base shows that effective PD is crucial in improving pupil outcomes and that mechanisms build, motivate, develop teaching and embedding are key to this. NPQ qualifications adhere to these principles.</p> <p>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk) The DfE guidance has been developed with NCE for teaching in Mathematics drawing on evidenced based approaches</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) The EEF guidance is based on best available evidence ncetm_primary_teachingformastery_report_july2019.pdf NCTEM Maths hub report shows significant positive impact of strengthened pupil learning in Maths</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk) Evidence shows master approach has most positive impact in primary schools and in Maths.</p> <p>Yorkshire Ridings Maths Hub - Times Tables with Clare Christie</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Evidence shows high impact from consistent and explicit teaching over time.</p> <p>Reading Catch-up: Tutoring with the Lightning Squad - FFT</p> <p>Rapid Catch-up Letters and Sounds</p> <p>Writing Roots - trial EEF started Sep 2025 EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net) Evidence shows consistent teaching of reading and writing across a school will ensure foundations set by phonics teaching are systematically built o.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk) Evidence shows consistent, systematic and explicit teaching of phonics has highest impact.</p>	<p>1 Outcomes</p>
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Programme Little Wandle. Include funding release time for teachers to observe good practice and complete online training modules.	The reading framework - GOV.UK (www.gov.uk) Evidence shows that success in reading impact success across the curriculum	
Facilitate and fund teacher release time to embed Senior Mental Health Lead programme in school.	Senior mental health lead training - GOV.UK (www.gov.uk) Evidence indicates that taking a coordinated approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges that have taken this approach often report improved attendance, attention, behaviour and attainment.	1 Outcomes 2 Attendance 3 Wellbeing

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

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional group and 1:1 'catch up' and 'keep up' phonics sessions to be targeted at all children identified in half termly phonics assessments that are achieving below 80%. These are an intrinsic part of our SSP Little Wandle and ensure fidelity to the scheme.</p> <p>Continue to embed the use of Little Wandle Fluency programme in Year 2, 3 and 4 to screen and support those children who are not yet reading at 90wpm, including funding additional TA hours to support and time out of class for staff training.</p> <p>Participation in the North Yorkshire Reading & Maths Project for year 6 pupils, including funding additional TA hours to support and time out of class for staff training (Yr2 of programme)</p> <p>Participation in the FFT Reading Catch Up (Lightning Squad) programme for year 5</p>	<p>Phonics EEF (educationendowmentfoundation.org.uk) Evidence shows consistent, systematic and explicit teaching of phonics has highest impact.</p> <p>The reading framework - GOV.UK (www.gov.uk) Evidence shows that success in reading impact success across the curriculum</p> <p>Our phonics data from 23/24 shows the Little Wandle SSP to have had a significant impact on our phonics results. Monitoring shows fidelity to the scheme and consistent delivery from teachers using high quality published resources match to phonic knowledge has resulted in this increase. Continuing this systematic approach for all pupils not reading fluently after the phonics check is expected to have similar impact.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Evidence shows high impact from consistent and explicit teaching over time.</p> <p>FFT Tutoring Data Impact Report - FFT Evidence shows impact including accelerated progress, improved reading speed and faster decoding</p>	1 Outcomes

pupils, including funding additional TA hours to support and time out of class for staff training.	TA Guidance Report MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf (d2tic4wvo1iusb.cloudfront.net)	
Additional one to one support for identified children with additional needs, who are struggling to cope full time, in the classroom.	One to one tuition EEF (educationendowmentfoundation.org.uk) Evidence shows that targeted individual pupil support has high impact on progress and attainment.	

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

Budgeted cost: £39,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed DfE Attendance Hub evidence-based good practice approaches across school	Improving school attendance - Ofsted: schools and further education & skills (FES) (blog.gov.uk) The DfE guidance and Hub project is informed by evidence and collaboration of schools who have shown positive impact on attendance.	2 Attendance 1 Outcomes
Embed the principles of good practice set out in the DfE's Improving School Attendance advice.		
Continue with appointed Pastoral worker to support developing positive relationships with families and children to improve behaviour and attendance	Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk) The EEF guidance is based on best available evidence	2 Attendance 3 Wellbeing
Secure an 'Anti-bullying' award for school through a national scheme and establish child anti-bullying ambassadors and anti-bullying good practice across school	Improving school attendance - Ofsted: schools and further education & skills (FES) (blog.gov.uk) The DfE guidance is informed by evidence and collaboration of schools who have shown positive impact on attendance.	3 Wellbeing
Fund additional teaching assistant hours to support children who are struggling with wellbeing or behaviour	TA Guidance Report MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf (d2tic4wvo1iusb.cloudfront.net) The EEF guidance is based on best available evidence Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk) The EEF guidance is based on best available evidence	1 Outcomes 2 Attendance 3 Wellbeing
Seek out and fund opportunities to raise all pupil's aspirations and life experiences through visits, visitors, funding transport and experiences		4 Life experience
Ongoing staff training on de-escalation, Preventing and	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1 Outcomes 2 Attendance

Managing Challenging Behaviour and Trauma Awareness with the aim of improving behaviour across school	The EEF guidance is based on best available evidence and suggest that whole school approaches that develop a positive school ethos can support greater engagement in learning	3 Wellbeing
Participation in, and funding for resources for 'Imaginosity' Arts Council Funded project to encourage creativity and resilience	Arts participation EEF (educationendowmentfoundation.org.uk) Evidence shows that arts participation can have a positive impact on academic success in other areas of the curriculum	1 Outcomes 2 Attendance 3 Wellbeing 4 Life experiences
Set aside a contingency fund to allow school to respond proactively to emerging needs	Experience shared with other local schools with similar catchments shows the need to be able to have funding to respond promptly to needs that have not yet been identified.	1 Outcomes 2 Attendance 3 Wellbeing
Whole staff CPD & 2 x trained Thrive Practitioners. School to adopt the 'Thrive' approach through the Thrive Journey Package. Resources for Thrive support sessions.	Support for mental health and wellbeing in schools The Thrive Approach Thrive supports mental health in schools by fostering an environment where every child can thrive emotionally and socially. Impact and Evidence The Thrive Approach	1 Outcomes 2 Attendance 3 Wellbeing

Total budgeted cost: £136,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment

		National	Alverton	National dis	National non-dis	Alverton dis	Alverton non-dis
Y 1 Phonics		80%	85%	67%	80%	80%	90%
End of KS2	R	75%	68%	%	75%	54%	86%
	W	72%	58%	%	72%	37%	79%
	M	74%	61%	%	74%	44%	78%
	RWM	62%	52%	62%	62%	38%	64%

The gap between disadvantaged children's attainment and their non-disadvantaged peers in Yr1 Phonics has closed dramatically with a 10% gap (this equates to one child) compared to previous years. In KS2 results the gap is gradually closing going forward. There is no official assessment data for KS1 due to KS1 SAT's no longer being mandatory.

Attendance

	Alverton	Alverton FSM	Alverton non-FSM
Attendance	92.6%	90.09%	95%
Absence	7.4%	9.1%	5%
Persistent absence	20.9%	30.7%	13%

Absence overall has improved from 24/25 attendance at Alverton, particularly with a greater reduction in persistent absence. However, attendance remains below National figures. Although we are seeing improvement in attendance there is still a gap between disadvantaged children's attendance than that of their non-disadvantaged peers.

The 3-year strategy that more sharply identifies the post-covid challenges that our school community still face will continue to focus on the need for accelerated progress towards improved outcomes for all children, but particularly disadvantaged pupils.

Funding small group and additional support where required continues to be having an impact in school, where we are seeing improvements in reading, writing and Maths, increasingly closing the gap between disadvantaged and non-disadvantaged children. With the addition of the introduction of our new writing scheme this year we hope to see even more progress in writing.

The impact of another year's consistent embedding of our SSP Little Wandle Letters and Sounds across reception and year 1 has again provided good outcome in the number of children who achieved the required standard on the Yr1 phonics check. We were delighted to see 80% of our Yr1 disadvantaged pupils achieve the expected standard, thanks to continued regular assessment that allowed teachers to identify, target and complete timely 1:1 and group interventions. We intend to continue to use this model of consistent teaching with fidelity to an evidence-based scheme, to accelerate reading attainment across all other year groups.

We continued to expand our provision of the arts with the 'Imaginosity' project which was accessed by all pupils. Pupils had opportunity to use their imagination and creativity to develop work which was celebrated in school through a special celebration assembly hosted by our schools Imaginosity artist. We are pleased to continue the 'Imaginosity' project in 2025/26 to promote wellbeing through art where children have opportunity to be imaginative, creative and through performance.

Externally provided programmes

Programme	Provider
Little Wandle Letters and Sounds SSP	Wandle Learning Trust
White Rose Maths	White Rose Education
Sumdog	Sumdog.com
Numbots	play.numbots.com
Times Tables Rockstars	Maths Circle Ltd
Purple Mash	2Simple
JigSaw PSHE	Jigsaw PSHE Ltd
JigSaw RE	Jigsaw RE Ltd

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>
£2,450
The impact of that spending on service pupil premium eligible pupils
Increased TA hours have allowed service pupil premium pupils to have additional support in lessons and pastoral support, as needed.

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 or recovery premium funding.