

Allendale Primary School

Pupil Premium Strategy Statement

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 this year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|-------------------------------------|
| School name | Allendale Primary School |
| Number of pupils in school | 106 |
| Proportion (%) of pupil premium eligible pupils | 13% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-2025 2025-2026 2026-2027 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | July 2026 |
| Statement authorised by | Mr P Vincent |
| Pupil premium lead | Mr P Vincent |
| Governor / Trustee lead | Mrs V Dunn |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £37,825 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £37,825 |

Part A: Pupil Premium Strategy Plan

Statement of intent

At Allendale Primary School we have high expectations for all pupils in our school, and believe that with effective teaching, engagement and communication with parents and individual knowledge of the strengths and needs of our pupils, every child can fulfil their individual potential, both academically and socially.

In order to do this, we have implemented a range of strategies to provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes a valuable contribution to pupils' outcomes so that children are engaged and achieve well and are allowed to develop their own interests.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium funding. Our strategies target the individual needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium.

All staff at Allendale Primary School are committed to ensuring that all of our pupils, including those who are able, gifted and talented, receive teaching which is at least good in every lesson and that children who have 'fallen behind' their peers with similar starting points, receive frequent intervention and daily support. Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data and have made use of the Education Endowment Foundation and The Sutton Trust research. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

The main objectives for our pupil premium in 2025- 26 are to:

- Raise the attainment of pupils in receipt of PP in all areas of the curriculum by providing targeted support to address identified needs
- Increase engagement in learning and wider school life
- Implement strategies for managing own behaviour
- Enable pupils to identify and name feelings / emotions and understand how they can manage these for themselves and others
- Continue to review and refresh a therapeutic classroom approach to the environment to enhance wellbeing
- Increase resilience in the classroom and in social times

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Lack of parental support with learning at home |
| 2 | Limited vocabulary and ability to speak in grammatically correct sentences |
| 3 | Limited fluency in reading and ability to decode words |
| 4 | Lack of understanding of number system, e.g. place value |
| 5 | Poor tables knowledge hinders understanding and fluency in maths curriculum |
| 6 | Lack of motivation to read regularly at home and engage with homework / home learning |
| 7 | Lack of resilience and ambition to do well |
| 8 | Behaviour / emotional barriers to learning |
| 9 | Low baseline of attainment on entry to EYFS |
| 10 | High proportion of PP pupils have SEND needs (30%). |

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.

| Challenge | Intended outcome | Success criteria |
|--------------|---|---|
| 1,2,3,6,7,10 | A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community. | <p>Pupils access a range of reading material which they can read fluently and enjoy their success. This sets them up for accessing future learning at KS3 and beyond.</p> <p>Pupil surveys on reading will be undertaken in 2025. We aim to make sure the majority of pupils enjoy reading and understand the importance of reading as a skill.</p> <p>Pupils have made suggestions about their reading environment and how to improve the half hour daily reading session.</p> <p>Pupils have a new titles suggestion box to make recommendations for the library.</p> |
| 2,3,6 | The language deficit for pupils in receipt of pupil premium funding is diminished | <p>Pupils are able to speak confidently in full, grammatically correct sentences and express themselves clearly.</p> <p>GPS teaching is effective in ensuring pupils can use language appropriately.</p> <p>ELKAN training for TAs increases skills and knowledge about speech and language issues.</p> |

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| | | Targeted pupils receive Speech and Language Therapy intervention. |
| 2,3,6 | Pupils develop their language skills through speaking and listening, exposure to high quality reading material and subject specific vocabulary. | <p>Use of STAR reader assessment within Accelerated Reader will track pupil progress and enable a suitable range of reading material to be accessed. Pupils not reaching age expected standards identified and appropriate support identified.</p> <p>Opportunities for speaking and listening identified and provided within class, assemblies and enrichment activities.</p> <p>Writing attainment is increased as pupils are more confidently able to express their ideas.</p> |
| 3,4,5,7,8,9,10 | PP pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths. | <p>All pupils make expected or greater progress in Reading, Maths and Writing from starting points.</p> <p>Use of STAR / AR data to track progress.</p> |
| 7,9,10 | The gap is narrowed in the progress and attainment of PP and non-PP children across the curriculum. | <p>Summative NFER assessments used at end of autumn 2025 and summer 2026 to identify progress / gaps in learning.</p> <p>Identify specific pupils in need of targeted support.</p> <p>Attainment / progress of PP pupils is at the same level as non PP pupils.</p> |
| 6,7,8 | Pupils enjoy learning and have access to an engaging, broad and varied curriculum | <p>The 3 year topic cycle plan allows a wide variety of topics and learning experiences as well as a skills progression.</p> <p>Teachers plan a wide range of visits, events and experiences to enhance and inspire learning and make it memorable.</p> |
| 1,6,7 | Parents support and encourage pupils to extend their learning at home and develop good attitudes to learning. | <p>Staff work with and support parents to overcome the barriers to learning at home.</p> <p>Pupils consolidate their learning and gain extra practice in skills and knowledge.</p> |
| 4,5,6 | Pupils develop confidence and understanding in maths and are able to apply knowledge to the wider maths curriculum. | Standard in maths is increased and there is no difference in PP and non PP attainment / progress. |
| 7,8 | Pupils develop excellent attitudes to learning and see the value in learning opportunities. They have ambition for their learning now and in the future. | Behaviour for learning is improved and all pupils display self regulation and the ability to apply themselves to their learning and have the desire to improve. |
| 6,7,8 | All pupils will have good self-organisation skills, resilience and determination. They will be able to work independently with confidence. | Work with Behaviour Hubs / United Against Bullying / When the Adults Change enables pupils to have a deeper understanding of their responsibility for their behaviour and learning. |
| 7,8 | Pupil behaviour for learning is improved. | Improve the classroom environment to encourage pupils to take responsibility for their learning and enable them to feel calm and lessen anxiety. |

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| 8 | Pupil social relationships are improved and they are able to understand the consequences of their actions on themselves and others. | <p>Pupils respect themselves, their peers and adults in school. They display an understanding of and degree of empathy for the consequences of their actions.</p> <p>Social times in school are free of conflict or any conflict can be resolved quickly.</p> <p>Pupils feel safe in school.</p> <p>The School Rules are known and enforced.</p> <p>Friends Resilience Programme / NDAS workshops to be run in PSHE.</p> <p>Zones of Regulation in place throughout school so pupils can express their feelings and staff can support.</p> |
| 1,7 | Pupil attendance and punctuality improves. | <p>Pupils have high attendance, at least 96%.</p> <p>Parents understand and support the importance of their child attending school.</p> <p>Pupils are punctual for school to ensure calm start to the day.</p> |

Activity in the academic year 2025-2026

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: £7000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Engagement in CPD including the Maths Hub, NPQLPM, NPQSENCO, MELVA, ELSA, peer mentoring (cost of cover and resources) | Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery = + 5 Months | 4,5,6,7,9,10 |
| Role of Pupil Premium Lead Subject Leadership Time | Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending | All |
| Maintaining the Mental Health Lead role | Evidence from MELVA and ELSA programmes. | All |
| NPQSENDSCO to be undertaken by Headteacher and Mental Health Lead. | A high percentage of PP children also have SEND (30%). | All |

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

Budgeted cost: £20,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Additional support for children requiring intervention (1:1 and small group support). | Evidence from Education Endowment Foundation <ul style="list-style-type: none"> Teaching and Learning Toolkit: - Individualised instruction = + 4 Months One-to-one tuition = +5 months Metacognition & self-regulation = +7 Months Small group tuition = +4 Months Teaching Assistant Supervision= +4 months | 2,3,4,5,6,7,8,9,10 |
| HLTA (1:1 and small group support) | | 2,3,4,5,7,8,9,10 |
| Lego therapy – weekly small group sessions. ELSA sessions. MELVA sessions. | | 2,10 |

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| Additional speech and language support and intervention. | | 2,3,10 |
| Additional TA time to address individual and small group academic needs. | | 2,3,4,5,6,7,8,10 |

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

Budgeted cost: £10,825

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Whole school behaviour for learning audit with Emotional Wellbeing and Behaviour Support Service. | Evidence from Education Endowment Foundation Teaching and Learning Toolkit: <ul style="list-style-type: none"> Behaviour interventions = + 4 Months Social and emotional learning = +4 Months Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending | 1,6,7,8,9,10 |
| Embedding lessons learned from Behaviour Hubs Programme / When the Adults Change. | | 1,8 |
| Staff training for peer mentoring programme and subsequent training of UKS2 pupils | | 1,6,7,8 |
| Development of Active Playtimes. | | 1,7,8, |
| Development of outdoor learning classroom and sessions. | | 1,7, |
| Maintenance of Zones of Regulation in every class and sessions to address emotional and behavioural language | | 6,8,10 |
| Further enhancement of the KS1 classrooms in the Therapeutic Classrooms approach to encourage a sense of wellbeing and address anxiety issues. | | 6,7,8,10 |
| Careful monitoring of attendance and supporting families with interventions where needed. | | 1,7,8 |
| Attendance at workshops in school and trips | | 7,8 |

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| Therapeutic Classrooms / EWBS / ASD / SLCN training | | 7,8 |
|---|--|-----|

Total budgeted cost: £37,825

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

In 2025, the percentage of Pupil Premium children at Allendale Primary School achieving the expected standard was below national in all areas. In Reading, Writing and Maths combined, Pupil Premium children achieved lower than the national average since no PP children reached the expected level.

In 2025, the percentage of children achieving a phonics screening pass was 100% (2/2). The two pupils both achieve a score of 40/40. This is above the national average of 81%. 100% of pupils had reached the expected standard by the end of Year 2.

In 2025, PP pupils at Allendale did not achieve well at the Multiplication Check in Year 4, 66% scoring below the mean average score. This will be an area of focus next year.

| Y6 2024 | Pupil Premium Pupils | Non pupil premium pupils | All pupils |
|--|-----------------------------|---------------------------------|----------------------------|
| Y6 2025 | | | |
| % achieving expected standard in reading, writing and maths | 2/3 = 67% 0/3 = 0% | 8/11 = 72% 8/14 = 57% | 8/14 = 57% 8/17 = 47% |
| % achieving greater depth standard in reading, writing and maths | 0/3 = 0% 0/3 = 0% | 1/11 = 9% 1/14 = 7% | 1/14 = 7% 1/17 = 6% |
| % achieving expected standard in reading | 2/3 = 67% 1/3 = 33% | 6/11 = 55% 10/14 = 71% | 8/14 = 57% 11/17 = 65% |
| % achieving greater depth standard in reading | 1/3 = 33% 0/3 = 0% | 4/11 = 36% 5/14 = 36% | 5/14 = 36% 5/17 = 29% |
| % achieving expected standard in writing | 2/3 = 67% 0/3 = 0% | 11/11 = 100% 13/14 = 93% | 13/14 = 93% 13/17 = 76% |
| % achieving greater depth standard in writing | 0/3 = 0% 0/3 = 0% | 2/11 = 18% 2/14 = 14% | 2/14 = 14% 2/17 = 12% |
| % achieving expected standard in maths | 2/3 = 66% 1/3 = 33% | 7/11 = 64% 9/14 = 64% | 9/14 = 64% 10/17 = 59% |

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|--|-----------------------------|---------------------------------|----------------------------|
| % achieving greater depth standard in maths | 1/3 = 33% 0/3 = 0% | 2/11 = 18% 3/14 = 21% | 3/14 = 21% 3/17 = 18% |
| Y2 2024 Y2 2025 | Pupil Premium Pupils | Non Pupil Premium Pupils | All pupils |
| % achieving expected standard in reading | 1/1 = 100% 2/3 = 66% | 14/15 = 93% 11/16 = 85% | 15/16 = 94% 13/19 = 68% |
| % achieving greater depth standard in reading | 0/1 = 0% 2/3 = 66% | 3/15 = 20% 5/16 = 31% | 3/16 = 19% 7/19 = 37% |
| % achieving expected standard in writing | 0/1 = 0% 2/3 = 66% | 10/15 = 67% 10/16 = 63% | 10/16 = 63% 12/19 = 63% |
| % achieving greater depth standard in writing | 0/1 = 0% 0/3 = 0% | 2/15 = 13% 2/16 = 13% | 2/16 = 13% 2/19 = 11% |
| % achieving expected standard in maths | 1/1 = 100% 2/3 = 66% | 13/15 = 87% 12/16 = 75% | 14/16 = 88% 14/19 = 74% |
| % achieving greater depth standard in maths | 0/1 = 0% 0/3 = 0% | 4/15 = 27% 2/16 = 13% | 4/16 = 25% 2/19 = 11% |
| Y1 Phonics 2024 Y1 Phonics 2025 | Pupil premium Pupils | Non pupil premium pupils | All pupils |
| % achieving standard on phonic screening | 4/5 = 80% 2/2 = 100% | 13/16 = 81% 15/17 = 88% | 17/21 = 81% 17/19 = 89% |

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-----------|----------|
| N/A | |
| | |