Allendale Primary School
Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for 2023),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	116
Proportion (%) of pupil premium eligible pupils	7.8%
Number of pupils eligible for EYPP	3
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	November 2024
Date on which it will be reviewed	November 2027
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	£13,950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
EYPP funding estimate	£1,485
Total budget for this academic year	£15,435

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 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 2026- 27 are to:

- Raise the attainment of pupils in receipt of PP / EYPP 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.

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.	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. Pupil surveys on reading will be undertaken in 2026. We aim to make sure the majority of pupils enjoy reading and understand the importance of reading as a skill. Pupils have made suggestions about their reading environment and how to improve the half hour daily reading session. Pupils have a new titles suggestion box to make recommendations for the library.
2,3,6	The language deficit for pupils in receipt of pupil premium funding is diminished	Pupils are able to speak confidently in full, grammatically correct sentences and express themselves clearly. GPS teaching is effective in ensuring pupils can use language appropriately. ELKAN training for TAs increases skills and knowledge about speech and language issues.

		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.	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. Opportunities for speaking and listening identified and provided within class, assemblies and enrichment activities. Writing attainment is increased as pupils are more confidently able to express their ideas.
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.	All pupils make expected or greater progress in Reading, Maths and Writing from starting points. Use of STAR / AR data to track progress. Summative NFER assessments used at end of autumn 2026 and summer 2027 to identify progress / gaps in learning. Identify specific pupils in need of targeted support. Attainment / progress of PP pupils is at the same level as non PP pupils.
7,9,10	The gap is narrowed in the progress and attainment of PP and non-PP children across the curriculum.	
6,7,8	Pupils enjoy learning and have access to an engaging, broad and varied curriculum	The 3 year topic cycle plan allows a wide variety of topics and learning experiences as well as a skills progression. Teachers plan a wide range of visits, events and experiences to enhance and inspire learning and make it memorable.
1,6,7	Parents support and encourage pupils to extend their learning at home and develop good attitudes to learning.	Staff work with and support parents to overcome the barriers to learning at home. Pupils consolidate their learning and gain extra practice in skills and knowledge.
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. Mastering Number programme is implemented from R-Y2, starting in Autumn 2026.
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. Work with WTAC / United Against Bullying enables pupils to have a deeper understanding of their responsibility for their behaviour and learning. Improve the classroom environment to encourage pupils to take responsibility for their learning and enable them to feel calm and lessen anxiety.
6,7,8	All pupils will have good self-organisation skills, resilience and determination. They will be able to work independently with confidence.	
7,8	Pupil behaviour for learning is improved.	

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

Activity in the academic year 2026-2027

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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement in CPD including the Mastering Number, 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, ELSA, Drawing and Talking programmes.	All
NPQSENDCO to be undertaken by Headteacher.	A high percentage of PP children also have SEND (42%).	All

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

Budgeted cost: £12,000

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 ● 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.		2,10
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: £2,435

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: ● 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 WTAC		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
Therapeutic Classrooms / EWBS / ASD / SLCN training		7,8

Total budgeted cost: **£29,950**

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 2025 to 2026 academic year.

In 2026, there were 2 PP children in Y6. The low numbers make the data statistically non-significant. However, one child reached the expected standard in all areas and greater depth in reading and GPS. The other reached the expected standard in all but writing.

There were 2 PP children in Y2 and they both reached the expected standard in Reading, Writing and Maths.

In 2025 & 2026, the percentage of PP children achieving a phonics screening pass was 100%.

Y6 2025 SAT Papers Y6 2026 SAT Papers	Pupil Premium Pupils	Non pupil premium pupils	All pupils
% achieving expected standard in reading, writing and maths	1/5 = 20% 1/2 = 50%	7/12 = 58.3% 4/7 = 57.1%	8/17 = 58.3% 5/9 = 55.6%
% achieving greater depth standard in reading, writing and maths	0/5 = 0% 0/2 = 0%	1/12 = 8.3% 0/7 =0 %	1/17 = 5.9% 0/9 = 0%
% achieving expected standard in reading	3/5 = 60% 2/2 = 100%	8/12 = 66.7% 6/7 = 85.7%	11/17 = 64.7% 8/9 = 88.9%
% achieving greater depth standard in reading	0/5 = 0% 1/2 = 50%	5/12 = 41.7% 3/7 = 42.9%	5/17 = 29.4% 4/9 = 44.4%
% achieving expected standard in writing	2/5 = 40% 1/2 = 50%	11/12 = 91.7% 6/7 = 85.7%	13/17 = 76.5% 7/9 = 77.8%
% achieving greater depth standard in writing	0/5 = 0% 0/2 = 0%	2/12 = 16.7% 2/7 = 28.6%	11/17 = 11.8% 2/9 = 22.2%
% achieving expected standard in maths	2/5 = 40% 2/2 = 100%	8/12 = 66.7% 5/7 = 71.4%	10/12 = 58.8% 7/9 = 77.8%
% achieving greater depth standard in maths	0/5 = 0% 0/2 = 0%	3/12 = 25% 0/7 = 0%	3/17 = 17.6% 0/9 = 0%

Y2	Pupil Premium Pupils	Non Pupil Premium Pupils	All pupils
% achieving expected standard in reading	2/4 = 50% 2/2 = 100%	11/15 = 73% 14/17 = 82.3%	13/19 = 68.4% 16/19 = 84.2%
% achieving greater depth standard in reading	2/4 = 50% 0/2 = 0%	5/15 = 33.3% 3/17 = 17.6%	7/19 = 36.8% 3/19 = 15.8%
% achieving expected standard in writing	2/4 = 50% 2/2 = 100%	9/15 = 60% 14/17 = 82.3%	11/19 = 57.9% 16/19 = 84.2%
% achieving greater depth standard in writing	1/4 = 25% 0/2 = 0%	2/15 = 13.3% 2/17 = 11.8%	3/19 = 15.8% 2/19 = 10.5%
% achieving expected standard in maths	3/4 = 75% 2/2 = 100%	11/15 = 73.3% 16/17 = 94.1%	14/19 = 73.7% 18/19 = 94.7%
% achieving greater depth standard in maths	0/4 = 0% 2/2 = 100%	2/15 = 13.3% 5/19 = 29.4%	7/19 = 36.8% 7/19 = 36.8%
Y1 Phonics	**Pupil premium Pupils**	**Non pupil premium pupils**	**All pupils**
% achieving standard on phonic screening	2/2 = 100% 1/1 = 100%	15/17 = 88% 16/18 = 88.9%	17/19 = 89.5% 17/19 = 89.5%

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	