

Pupil Premium Strategy Statement

This statement details Alderman Bolton’s use of pupil premium funding (and recovery premium for the 2023 to 2024 academic year) 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	Alderman Bolton Primary School
Number of pupils in school	305 with Nursery 265 without Nursery
Proportion (%) of pupil premium eligible pupils	139/305 45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published Updated on	November 2023 July 2024 January 2025 July 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Sarah Morris
Pupil premium lead	Rachel Oakley
Governor / Trustee lead	Debbie Wheeler

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£210,585
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£210,585

Statement of Intent

At Alderman Bolton Primary School, we have high aspirations and ambitions for all of our pupils and we believe that no pupil should be left behind. We are determined that every pupil should be given the chance to realise their full potential, make good progress and achieve in all curricular areas.

The Pupil Premium is an allocation of additional funding provided to schools and is used to support specific groups of children who are vulnerable to possible under achievement. This includes those who are already above age related expectations.

Evidence shows that high quality teaching has the greatest impact on pupil progress and benefits all pupils, not only those considered to be disadvantaged. The premium is provided to enable schools to 'close the gap' in attainment. Overcoming barriers to learning is fundamental towards our use of pupil premium grants (PPG). Barriers include non-academic challenges that pupils may face which affects their education and access to teaching.

Challenges

The key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low level of basic skills on entry – phonics, early reading, writing, maths. This can make it more difficult for children to achieve age-related expectations and make the progress as expected. Also, this is preventing children from engaging fully within the wider curriculum. Limited reading support at home and/or limited access to high quality reading material to develop their vocabulary.
2	Speech and language skills for our children when entering nursery and reception are significantly lower for pupils with pupil premium than for other pupils.
3	Pupils have limited experiences beyond their home life and immediate community which often leads to low aspiration, self-belief and confidence.
4	Low attendance and persistent absenteeism of pupil premium / disadvantaged children.
5	Pupils with specific emotional needs. (SEMH) Mental health challenges or who are facing difficult circumstances in their life which affect their learning behaviour, attitudes and attendance in school.

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
All disadvantaged pupils will meet national expectations for attendance.	Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96% +) Monitoring of attendance by Headteacher, Attendance team and welfare officer. This will decrease persistent absences. Supporting families with attendance issues and establishing any issues that can be alleviated.
Increase the % of KS1 pupil premium pupils achieving ARE or above in reading, writing and maths combined.	End of year data will show an increase in the number of PP pupils achieving ARE in reading, writing and maths.
Increase the % of pupil premium pupils achieving greater depth in reading, writing and mathematics by the end of KS1.	End of year data to show that the percentage of pupil premium pupils achieving greater depth combined is in line or above the national average.
Increase the % of pupil premium pupils achieving GLD at the end of EYFS.	End of year data to show that the percentage of pupil premium pupils achieving GLD in EYFS is in line or above national average.
Increase the % of pupil premium pupils achieving greater depth in reading, writing and maths by the end of KS2.	End of year data to show that the percentage of pupil premium pupils achieving greater depth in reading, writing and mathematics is in line or above national average.
Ensure that pupils who are not working at ARE are identified quickly and high quality evidence-based interventions are implemented and monitored by PP lead and SLT.	Analysis of interventions will show if accelerated progress is being made and if the intervention is having a positive impact.
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	Learning mentor/welfare officer/SENDCO to identify and support families and children to alleviate barriers to learning. Learning mentor to identify children for play therapy, gardening clubs, Nurture sessions. ELSA sessions to arranged. Pupil premium lead to support disadvantaged/vulnerable pupils – regular check ins, providing support / alleviating barriers to learning. Pupil and parent questionnaires will show that parents and children of disadvantaged families

	feel supported and additional barriers alleviated where possible.
<p>Pupils have a breath of experiences that enable them to contextualise their learning.</p> <p>School will deliver a rich, engaging, broad and varied curriculum.</p>	<p>The curriculum will be progressive, cumulative and engaging. Children will know more, learn more and do more. Pupil voice and monitoring will show this.</p> <p>External visits/trips/residential will take place to enhance learning and enthuse children to learn across all subjects.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.</p>
Provide additional opportunities for swimming lessons.	<p>Children from Y3-Y6 will receive additional swimming lessons – 20 weeks.</p> <p>More children will achieve the KS2 national curriculum expectation for swimming.</p>

Activity in this academic year

This is 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: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy Counts</p> <p>The writing project</p> <p>'Everybody writes'</p>	<p>This project aims at whole school improvement of writing through a structured curriculum implementation and professional development. It provides access to comprehensive writing resources and emphasizes the development of pedagogy and practice to enhance outcomes for all children. The project spans two years, with Year A focusing on launching the project, establishing monitoring cycles, and refining fundamental pedagogies, while Year B delves into grammar skills, addressing reading and vocabulary gaps, and sustaining change through evaluation and action planning.</p> <p>EFF states- <i>"Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap."</i></p> <p>Effective Professional Development EEF</p>	1, 2 and 3
First4Maths Academy	Develops a love and secure understanding of mathematics from EYFS to Y6. First4Maths is tailored to meet the needs of	1 and 2

WPAT moderation Maths CPD	<p>all pupils-it gives small steps to target the key areas of maths pivotal to develop understanding. Support with ongoing and instant CPD for teachers and TAs, planning and teaching for mastery. Staff can use the First4Maths Academy to gain access to CPD on any area of maths they are teaching. Resources can be accessed by all staff from Nursery to Y6.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	
CPD – other subjects Subject lead training Teaching and Learning Lead	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. Subject leads are given release time once per term to lead effectively and ensure regular monitoring of their subject.</p> <p>Teaching and Learning Lead to be released to work with staff for half day each week. Learning walks, monitoring, coaching new subject leads. Unleashing Greatness project to be incorporated into CPD. Triads arranged through school and teachers have the opportunity to receive training on a particular focus, plan together and observe each other teaching- every half term. Release time allocated for teachers to observe each other on each cycle or to work with the teaching and learning lead for the subject they are leading.</p>	1, 2, 3, 4 and 5

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number addressed
Experienced teachers to teach small groups in Upper Key Stage 2	<p>Small group tuition proven to have approximately on average impact of four months additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p>	1 and 2
Experienced teacher to Tutor Y2 and lower Key Stage 2 pupils who are	<p>Small group tuition proven to have approximately on average impact of four months' additional progress over the course of a year.</p>	1 and 2

working below expected standard.	Small group tuition EEF (educationendowmentfoundation.org.uk)	
Experience teacher to provide tuition for our PEP children.	EEF state a high impact, moderate cost for 1:1 tuition. Specific focus to target the gaps in learning – maths, reading and writing. https://afaeducation.org/free-dt-resources/explore-our-resources/effective-personal-education-plans-peps/	1 and 2
Targeted, structured interventions to children across the whole school. Interventions to be planned, monitored and evaluated by Head of School and SENCO. Structured interventions for Speech and Language support	Provision of quality first teaching, mastery curriculum and effective challenge for children identified as needing to catch up. Project X – Y3/4 enabling children to have additional phonics teaching when they haven't passed their Y2 phonics screening or need some additional support on reading/ vocabulary use. 1:1 reading opportunities for children- providing regular timetabled slots for them to read with an experienced Project X TA 2-3 times each week. Reading comprehension strategies <small>Very high impact for very low cost based on extensive evidence.</small> 	1 and 2

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>SEMH interventions</p> <p>Trained ELSA staff to deliver ELSA courses to children- KS1 and KS2.</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>The average impact of such interventions and teaching of self-regulation strategies is an additional 7 months over the course of a year.</p> <p>Metacognition can be effective when taught in Training on self-regulation strategies and developing children’s motivation- willingness to engage and learn.</p> <p>Social and emotional learning EEF</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Social and emotional learning <small>Moderate impact for very low cost based on moderate evidence.</small></p> 	<p>2, 3 and 5</p>
<p>All children to be provided with the opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences.</p> <p>Each class will offer after school clubs covering a wide variety of activities.</p>	<p>Provision of a range of initiatives to extend children’s experiences.</p> <p>School visits/ performances (plays/pantomimes) in school.</p> <p>Costumes provided for any performance.</p> <p>Travel provided to sporting events.</p>	<p>3</p>
<p>Head of school to ensure that parents and carers are made aware of expected attendance levels when they fall below 90%.</p> <p>Recognition of improved attendance for children and parents/carers.</p>	<p>Deployment of staff to support families to improve attendance and eradicate persistent absenteeism.</p> <p>Welfare officer to support those families to improve attendance and alleviate barriers to working alongside the school.</p> <p>www.gov.uk/publications/the-pupil-premium-how-schoolsarespendingthefundingsuccessfully</p>	<p>4</p>

Allocated staff members to have shared responsibility for the pupil leadership team.	Meetings scheduled, action plans created, time allocated to act upon what is discussed or identified during monitoring checklists.	2,3,4,5,
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Total budgeted cost: £210,585

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 2024-2025 academic year.

Impact
<p>The number of children passing their phonics screening test has remained above national at 83%.</p>
<p>Overall attendance has improved significantly. The average attendance for pupil premium children is 94%, which is the same as the whole school attendance average. Persistent absenteeism for pupil premium children was 30% last year, however this has reduced significantly to 16% this year.</p>
<p>In Reading, writing and maths the percentage of KS2 achieving the age-related standard has remained above national at 75%. The average scaled score is higher than previous years in reading and maths demonstrating that children have a more secure understanding. In addition, 28% of children achieved greater depth in reading and 30% of children achieved greater depth in maths.</p>
<p>The ELSA programme is proving to be successful. Two members of staff are fully trained to deliver the ELSA programme now. One member of staff in KS1 and another in KS2. Case studies show and measure the impact of the ELSA courses with some children. Positive impact on attendance, engagement, regulation, attainment and progress following the completion of an ELSA course.</p>

Externally provided programmes

Programme	Provider
Reading Plus	Renaissance
First4Maths CPD, planning and resources	First4Maths Academy
Read to write Steps to read Ready, Steady, Spell	Literacy Counts
Click View	Click View
Phonics programme	Monster Phonics

Service pupil premium funding: 0%

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A