

Pupil premium strategy statement – Allscott Meads Primary School and Nursery.

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 EYFS-Year 6	68
Proportion (%) of pupil premium eligible pupils	20.5 % (14 pupils)
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)	2023/2024 to 2024/2025
Date this statement was published	October 2024
Date on which it will be reviewed	March 2025
Statement authorised by	Kirsty Parkinson, Headteacher
Pupil premium lead	Kirsty Parkinson, Headteacher
Governor / Trustee lead	Jane Siddons, lead for disadvantage pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7400
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£7400 this has not been allocated yet.

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have previously been in care, those allocated a social worker and young carers. The strategy we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

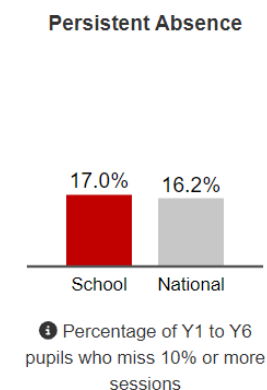
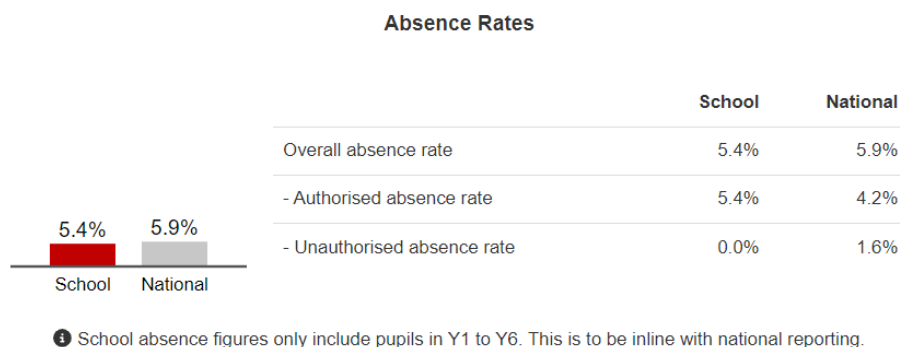
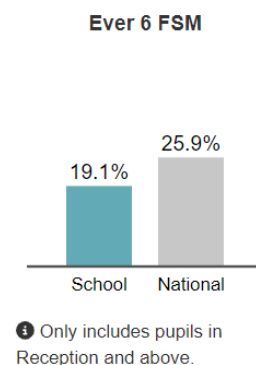
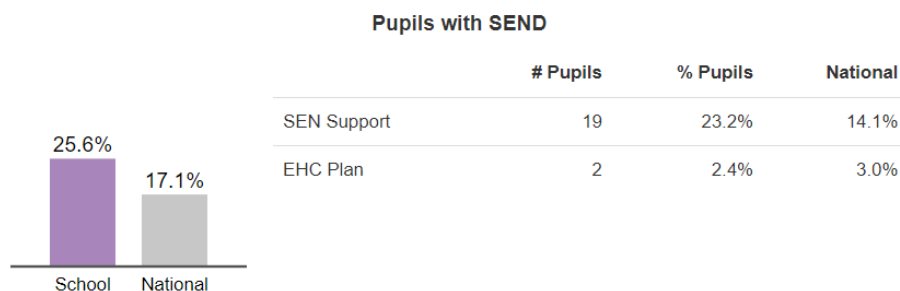
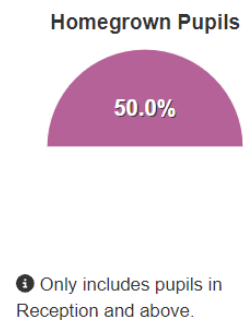
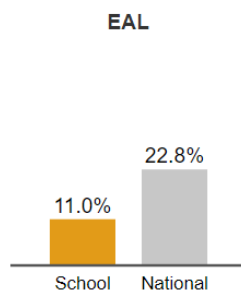
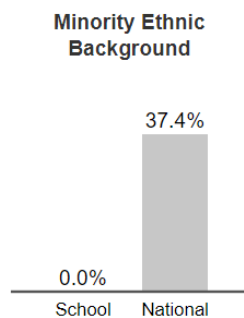
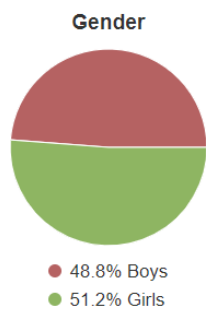
At Allscott we aim to ensure that no pupil is 'disadvantaged' by their socio-economic background, or by COVID-19. We aim to provide a comprehensive learning and pastoral system that ensures that all our pupils experience and thrive from our core values of belonging, respect, inspire, achieving and enjoying their lives at Allscott Meads. A knowledge-rich and coherently planned curriculum is delivered through evidence-informed quality first teaching; this is underpinned by rigorous formative assessment and targeted interventions to ensure that every pupil at Allscott is challenged and supported to achieve their potential. We have a focus on the holistic child and see the personal development of our disadvantaged pupils as key to their overall success in life.

We encourage our pupils to widen their horizons through enrichment opportunities woven throughout our curriculum which offers wider opportunities. We foster and embed clear career paths for children as they leave their primary education and encourage them to have aspirational plans for their future employment. We recognise the complex challenges that many of our disadvantaged pupils face and therefore support them with robust pastoral systems that include safeguarding, an in-school counselling service and EWO team. We recognise that attendance is an important factor for a child's positive educational outcomes, and we have robust systems in place to rigorously monitor our disadvantaged pupils. We aim to ensure that all our children are proud of themselves and their place in Allscott and the wider Telford communities.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumption based about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.



Year Groups

	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan	Absence Rate
Nursery 2	14	5	9	0	6	0	3	0	4.4%
Reception	21	14	7	1	8	1	4	1	1.1%
Year 1	10	6	4	1	3	2	1	0	6.0%
Year 2	8	1	7	1	2	3	1	1	5.2%
Year 3	10	5	5	0	5	2	3	0	4.2%
Year 4	10	3	7	4	2	1	4	0	3.5%
Year 5	7	4	3	1	5	3	1	0	10.9%
Year 6	2	2	0	1	2	1	2	0	0.0%

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from EYFS through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. As the school opened in September 2023, it was noted that children in KS2 on arrival to the school came with notable lower reading ages, particularly boys. Target reading intervention- e.g. Lexia
3	Internal and external assessments indicate that math's attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Target pupils e.g. Math's Whizz.
4	Some pupils have limited access to enrichment opportunities which impacts on their social and emotional well-being. This is due to several factors: some families are experiencing financial difficulties due to purchase of new houses on the new estate and current price rises in food and new families have moved to the estate and have not yet made secure friendship groups. Enhancement of PHSE in KS2 as they have gaps from prior setting experiences.

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. £4000 allocated budget.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improve Phonics attainment	Improving phonics data is a key priority, as current outcomes indicate significant gaps, with only 38% of Year 1 pupils passing the Phonics Screening Check and 0% passing by the end of Year 2,

	highlighting the need for targeted support.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve improved participation in enrichment opportunities to increase for wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (NfER)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1, 2, 3, 4
<p>Enhance the DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2, 4

Enhance the core 'Collins Big Cat' reading scheme books to ensure the correct progression can be taught in reading groups across the phonic phases.	Evidence supports the need for consistency when teaching reading ensuring that there is a systematic approach that included, decoding, increased fluency and comprehension.	2, 4
<p>Improve the quality of social and emotional (SEL) learning and the PSHE curriculum (Jigsaw)</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. This is particularly pertinent for KS2 class.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	5

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

Budgeted cost: £3250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>Oral language interventions for e.g. 'Talk Boost' can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1, 4

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

Budgeted cost: £3250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	4
Attendance focus- Ensure disadvantaged pupils are supported in their school attendance. Targeted interventions include, EWO meetings, tracking of attendance, weekly Celebration assembly- regular attendance incentives.	Targeted interventions. Supporting attendance EEF	4

Total budgeted cost: £10,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As this is a new school the previous statutory results are not statistically significant due to the small number of pupils. Therefore, it's too early to identify any trends, patterns and calculate progress. We also recognise that phonics and reading are a priority due to the number of children joining the school who have special educational needs have joined the school. However, we have also noted that a small group of children in the EYFS require additional support for speech and language.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

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**

We currently have no service children at the school however if we did we would ensure that staff were directed to assess and support their needs. Support for transition is particularly important and suggestions such as a 'talking photo book', memory box, addressing gaps in learning caused by moving schools might be some of the actions taking depending on need.

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.