

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

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 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	104
Proportion (%) of pupil premium eligible pupils	20 children 21% PPG
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)	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026 (plus ongoing)
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	£22,325
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£22,325

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 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. 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.

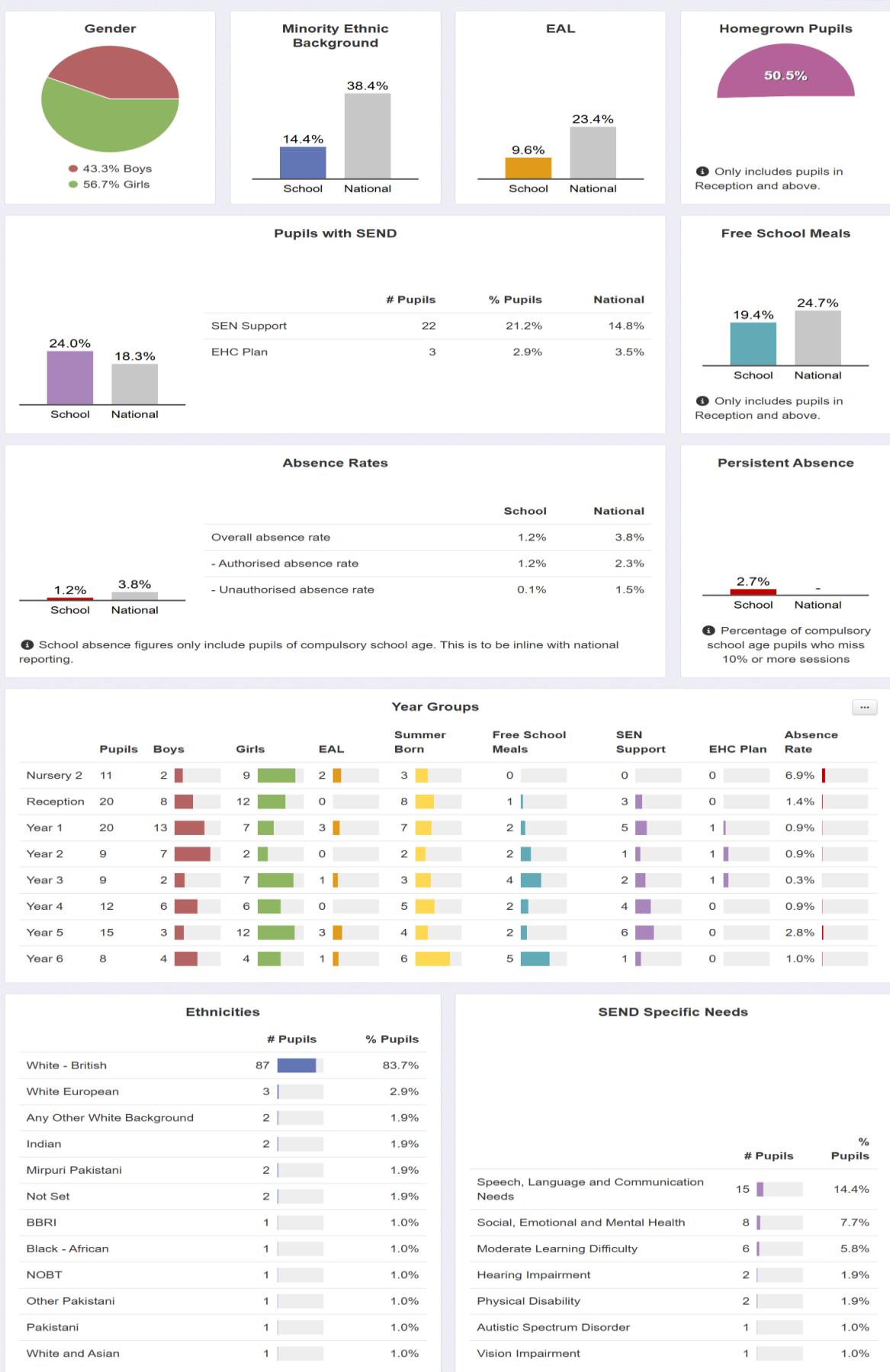
Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumption based about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- 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.

Demographics of Allscott Meads Primary Academy

2025-2026: 104 Pupils

[Print](#)



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. It was noted that children in KS2 on arrival to the school came with lower reading ages, particularly boys. KS2 reading outcomes in 2025/26 show that 0% of disadvantaged pupils met the expected standard as only 1 PPG/ SEND child in the cohort. They arrived at the beginning of Year 5 with significant additional SEND needs. Current outcomes in phonics indicate that pupils are requiring daily intervention via Daily Catch Up and Keep Up to stay on track with their peers. Whilst 90% was achieved at end of Yr 1 last year, children require additionality to achieve in line with their peers.
3	Internal and external assessments indicate that math's attainment among disadvantaged pupils is below that of non-disadvantaged pupils. KS2 maths outcomes in 2025/26 show that more than 0% of disadvantaged pupils met the expected standard as only 1 PPG child in the cohort. They arrived at the beginning of Year 5 with additional SEND needs. Year 6 Cohort totals 8 children of which 6 are summer born babies/ Covid toddlers.
4	Some pupils experience high levels of SEMH and have limited access to enrichment opportunities from home 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.

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 oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none">Standardised assessments (Talk Boost) and teacher observations show measurable improvement in oral language skills for disadvantaged pupils.Pupils demonstrate increased vocabulary use in spoken activities and written work.Evidence from intervention tracking, lesson engagement, book scrutiny and ongoing formative assessment indicates sustained progress over time.By July 2026, the proportion of disadvantaged pupils achieving age-related expectations in speaking and listening increases year-on-year.
Maintain and continue to improve phonics attainment	<ul style="list-style-type: none">Phonics outcomes remain at or above 95% in Year 1 screening checks by July 2026.Daily Keep Up / Catch Up interventions ensure that pupils at risk of falling behind make rapid progress, evidenced by half-termly tracking.Gap between disadvantaged pupils and their peers in phonics remains minimal or closes further over the academic year.Pupils demonstrate strong application of phonics in reading and early writing tasks.
Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none">By the end of KS2 (2025/26), reading outcomes for disadvantaged pupils show progress from their individual starting points, even where SEND is present.Reading assessments and termly data demonstrate that disadvantaged pupils make at least expected progress, with a targeted proportion exceeding expected progress.Increased reading fluency and comprehension evidenced through reading data, benchmarking, book scrutiny and pupil voice.
Improved maths attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none">By 2025/26, the proportion of disadvantaged pupils achieving the expected standard or making strong progress relative to starting points increases.Formative assessment, book scrutiny and pupil interviews show improved reasoning and arithmetic skills.Targeted interventions demonstrate positive impact through pre- and post-assessment data.Disadvantaged pupils show improved confidence, independence and engagement in maths lessons.

<p>To achieve improved participation in enrichment opportunities to increase for wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> Pupil, parent and staff survey data indicates improved well-being, confidence and engagement in school life by 2025/26. Disadvantaged pupils participate in enrichment clubs, trips and wider school activities at rates comparable to peers. Monitoring shows a year-on-year increase in disadvantaged pupils' access to extracurricular experiences. Qualitative evidence (case studies, voice feedback) demonstrates positive impact on wellbeing, confidence and sense of belonging.
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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: £16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and implementation of Talk Boost / oral language development programmes across EYFS & KS1.	EEF research shows oral language interventions have high impact (+6 months). Internal data evidences vocabulary gaps in disadvantaged children on entry.	1
Soundswell speech and language support and intervention – speech therapy training.	Effective SALT intervention enables earlier identification, targeted support and improved long-term outcomes, supporting whole-school oracy priorities.	1
Enhance the DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils.	KS1 outcomes show intervention is key for disadvantaged pupils to maintain progress. EEF evidence: systematic phonics has strong impact (+5 months). Phonics Teaching and Learning Toolkit EEF	2
Release time for English and Phonics leads to monitor lessons, books and interventions.	Monitoring ensures teaching quality, consistency and early identification of children at risk of falling behind.	1, 2

CPD to strengthen reading fluency, comprehension and guided reading approaches across KS2.	EEF states reading comprehension strategies have high impact (+6 months). Internal data highlights reading attainment gap entering KS2.	2
CPD to develop Mastery approaches in Maths including use of manipulatives and reasoning strategies.	EEF: mastery learning has positive impact (+5 months). Internal maths outcomes show gaps for disadvantaged pupils.	3
Coaching and mentoring for all teachers to ensure high quality first teaching. Delivered through StepLab (Ambition) Instructional Coaching.	High quality teaching is proven most effective lever for improving disadvantaged outcomes (EEF).	1, 2, 3
Staff CPD for adaptive strategies. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 2, 3, 4
Improve the quality of social and emotional (SEL) learning and the PSHE curriculum (EC Publishing). and Calm Brain mental health. 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.	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): Improving Social and Emotional Learning in Primary Schools EEF	4

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily Keep Up/Catch Up phonics interventions for pupils below expected.	Internal phonics tracking shows pupils require daily support to sustain progress. EEF small-group tuition +4 months.	2
Reading intervention groups, including 1:1 reading & comprehension tutoring for disadvantaged KS2 pupils.	KS2 reading levels low on entry; structured reading intervention accelerates fluency & understanding.	2
Small group maths intervention sessions for disadvantaged children.	Targeted tuition linked to classroom learning has strong impact (+4 months). Internal assessments show maths gaps.	3
Speech and Language intervention support using Soundswell and Talk Boost strategies.	EEF evidence: Oral language interventions are one of most effective for young children. Oral language interventions Teaching and Learning Toolkit EEF	1

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches. 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
SEMH support including nurture group, wellbeing interventions and school counsellor access where required.	EEF: social & emotional learning has moderate impact (+4 months). School context suggests financial/settling challenges.	4

Development of extra-curricular enrichment calendar with priority places for PP pupils.	Increasing participation directly supports emotional wellbeing and cultural capital.	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. <u>Supporting attendance EEF</u>	4

Total budgeted cost: £22,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Assessment information, national comparison data and internal school tracking indicate that the performance of disadvantaged pupils at Allscott Meads Primary Academy is improving across subjects, with notable strengths in early reading and phonics. Upper KS2 is improving according to internal data. External data here is unreliable due to the previous small cohorts. It is important to note that KS2 cohorts have SEND including SEMH needs which also impact overall attainment.

Early Years & Key Stage 1 Outcomes

- EYFS outcomes demonstrate that disadvantaged pupils have performed in line with or above national averages. 75% achieved a Good Level of Development compared to the national figure of 68%. This suggests early interventions and language provision in EYFS are having a positive effect.
- KS1 attainment is strong, with performance above national figures across R/W/M combined and all individual subjects:
 - 89% achieved expected in Reading vs ~72% nationally.
 - 89% achieved expected in Maths vs ~73% national.

This is clear indication that disadvantaged pupils entering EY and KS1 benefit from early phonics and reading support, reflected in higher-than-national results.

Phonics & Early Reading

- **90% passed the phonics screening**, significantly above the national average of 80%.

Phonics is a strength, showing strong impact from daily Keep Up/Catch Up intervention. However, internal monitoring indicates disadvantaged children require sustained support to maintain progress, demonstrating that continued investment in phonics and fluency intervention remains essential.

Key Stage 2 Outcomes

- KS2 outcomes should be interpreted with caution due to extremely small cohort size (2 pupils 2024/25) and high SEND needs.

- 50% achieved expected standard in Reading/Writing/Maths combined vs 62% nationally. This gap is driven by the characteristics of a single disadvantaged/SEND child new to school in Y5.
- Despite this, internal progress tracking shows the disadvantaged pupil made rapid measurable progress from starting point, though not yet meeting expected standard.

Wider Indicators: Attendance, SEMH & Participation

- Attendance for disadvantaged pupils is broadly in line with peers, with only isolated cases requiring support.
- Some pupils present with SEMH needs linked to social disadvantage, recent relocation to new housing developments and family financial pressures.

Progress Towards Strategic Targets

Intended Outcome	On Track?	Evaluation & Impact
Improve oral language and vocabulary	On track - Emerging positive impact	Talk Boost and Soundswell SALT support has strengthened early communication skills. Assessments show improvement, though vocabulary gaps remain for some. Continued delivery is essential to maintain momentum.
Maintain and improve phonics outcomes	On track	90% pass rate exceeds national. Interventions effective, but sustained support needed to prevent slippage into KS2. Target of 95% by 2026 remains realistic.
Improve reading attainment (KS2)	On track	Progress from starting points is positive. Impact of earlier phonics success has not yet reached upper KS2 due to cohort profile. Interventions need to continue, with emphasis on fluency and comprehension.
Improve maths attainment for disadvantaged pupils	Developing	Mastery approaches remain a focus area. Increasing fluency and confidence remains priority.
Increase enrichment	On Track	More disadvantaged pupils are accessing clubs and trips with financial support. Pupil

participation & wellbeing		voice indicates increased engagement. Further tracking & targeted encouragement planned.
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Summary

Allscott Meads Primary and Nursery is on a positive trajectory towards long-term outcomes, particularly in early years attainment, phonics and language development. KS2 data remains affected by very small cohort size and SEND needs, therefore percentages do not fully reflect pupil progress. Literacy intervention, maths mastery and vocabulary enrichment remain essential. The strategy is demonstrating impact but requires continued implementation to secure sustained improvement as younger cohorts progress through the school.

The school is on track to meet all intended outcomes by 2026, with strongest progress evident in early reading, phonics and EYFS readiness. Priority areas moving forward include widening reading fluency at KS2, securing maths progress for disadvantaged learners, and expanding enrichment engagement.

Externally provided programmes

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

Programme	Provider
Soundswell SALT Support & Training	Soundswell Speech and Language Therapy Service
DoodleLearn (Reading & Maths)	DoodleLearning (part of Discovery Education)
Talk Boost (Early/KS1)	Speech and Language UK (formerly I CAN)
Phonics SSP Programme (Little Wandle)	Little Wandle
Daily Keep Up/Catch Up Phonics	Delivered in-school through Little Wandle intervention materials
NfER Assessments (Reading/Maths GPS)	NFER (National Foundation for Educational Research)
Times Table Rock Stars (Maths Fluency)	Maths Circle Ltd

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

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.
- 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 what impact our activities undertaken in previous years had. 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 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.