

Alderbury & West Grimstead CE Primary School

Pupil Premium Strategy Statement 2024-2027 Year 3 of 3



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

School Overview

Detail	Data
School name	Alderbury & West Grimstead CE Primary
Number of pupils in school	120
Proportion (%) of pupil premium eligible pupils	18.3% 1,7% Service
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027 3 Years
Date this statement was first published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Mrs E Woolf - Headteacher
Pupil premium lead	Mrs C Wilkinson - Inclusion Leader
Governor lead	Mrs B Hollman

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 27,270
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 27,270

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Alderbury & West Grimstead CA Primary School (AWGS), we intend to give all pupils, including those in receipt of Pupil Premium, the best possible start in life. We seek to use the premium to overcome any challenges faced by our pupils, so that every individual can be encouraged to fulfil their potential. It is our whole school responsibility to ensure that we achieve that. Each of our disadvantaged pupils has a unique set of needs and we want all children to flourish in our nurturing environment.

In order to ensure they flourish, our intention is to provide a personalised approach by getting to know each individual's needs, possible barriers to learning and family context. We aim to work collaboratively with parents and carers, recognising the importance of positive home-school partnerships.

We recognise the importance of providing the emotional and pastoral support essential for all to thrive, with our disadvantaged children's wellbeing always central to our provision.

As a school community, we actively prioritise the needs of all pupils facing challenging circumstances, recognising that not all these pupils are registered for the Pupil Premium Grant and we reserve the right to include these vulnerable pupils within our planning for our allocated funding.

In line with the EEF Guide, we adopt a tiered approach to Pupil Premium spending:

- **Quality First Teaching** Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. Developing high-quality teaching is an effective approach that benefits all students and one that supports additional targeted strategies. High quality teaching has the biggest impact on closing the attainment gap for disadvantaged pupils. Spending on improving teaching might, but not exclusively, include professional development, training and support for early career teachers, recruitment and retention.
- **Targeted Academic Support** Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress.
- **Wider Strategies** Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

Challenges

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

Challenge number	Detail of challenge
1	Variability in the quality and consistency of teaching can affect the progress of disadvantaged pupils. Some pupils eligible for PP require highly effective, adaptive teaching to overcome gaps in prior learning and maximise progress from their starting points. Ensuring consistently strong teaching and ongoing professional development is therefore a key priority.

2	Gaps in prior attainment and foundational knowledge mean that some disadvantaged pupils enter EYFS or join the school later with lower starting points in English and mathematics. Some pupils require additional support to secure phonics, reading fluency, spelling, grammar, writing skills and rapid recall of key number facts, including times tables.
3	Gaps in language, vocabulary and reading experience can affect some disadvantaged pupils' ability to understand questions, articulate their ideas and access the wider curriculum. Some pupils have limited exposure to a wide range of vocabulary and texts, which can affect reading comprehension, oral language and the quality of written work.
4	Higher mobility and social, emotional and wellbeing needs affect some disadvantaged pupils and can contribute to disrupted learning, reduced engagement and lower attendance. These factors can have a cumulative impact on progress and attainment if not identified and addressed early.
5	Financial and wider barriers to participation mean that some disadvantaged pupils may have fewer opportunities to access educational visits, clubs, sport and other enrichment experiences outside school. Some families may also require additional support to ensure pupils have the resources, confidence and positive learning behaviours needed to engage fully 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
Improved EYFS outcomes and school readiness	By the end of EYFS, disadvantaged pupils achieve the Good Level of Development (GLD) in line with their non-disadvantaged peers and at least in line with national outcomes, with pupils with SEND or high mobility making strong progress from their individual starting points.
Improved attainment and progress in reading and phonics	Disadvantaged pupils achieve in line with non-disadvantaged pupils in school and at least in line with national outcomes. Pupils who are not yet secure in phonics or reading make accelerated progress through targeted support. Pupils with SEND or high mobility make strong progress from their starting points.
Improved attainment and progress in writing	Disadvantaged pupils achieve in line with non-disadvantaged pupils in school and at least in line with national outcomes, with pupils with SEND or high mobility making strong progress from their individual starting points.
Improved attendance, engagement and emotional wellbeing	The attendance gap between disadvantaged and non-disadvantaged pupils narrows, with disadvantaged pupils demonstrating improved attendance and engagement across the year. Persistent absence is reduced through early identification, effective family engagement and targeted support. Pupils demonstrate increasing resilience, confidence and readiness to learn.
Equitable access to a rich and varied curriculum	All disadvantaged pupils have equitable access to enrichment opportunities, including educational visits, clubs, sport, leadership and wider curriculum experiences. Financial barriers do not prevent disadvantaged pupils from participating and participation rates for disadvantaged pupils are monitored and improved year on year.
Improved mathematical attainment and fluency	Disadvantaged pupils make strong progress in mathematics, with attainment in line with non-disadvantaged pupils in school and at least in line with national outcomes. Pupils develop secure number knowledge and times-table fluency, with identified gaps addressed promptly.

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: £ **10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching & staff CPD – Investment in CPD through Lighting Up Learning, PP Lead training and network events. Training in scaffolding, explicit instruction, working memory, metacognition, feedback and developing independence.	The EEF identifies high-quality teaching as the most important lever schools have to improve outcomes for disadvantaged pupils. Metacognition and self-regulation have an average impact of +8 months.	1, 2, 3
Reading, oracy & vocabulary – Consistent whole-school approach to phonics, reading fluency, comprehension, vocabulary and purposeful classroom talk across the curriculum.	EEF evidence indicates positive impacts from phonics (+5 months), reading comprehension strategies (+7 months) and oral language approaches (+6 months). Developing vocabulary, comprehension and spoken language can support pupils' access to the wider curriculum.	1, 2, 3
Mathematics & NumberSense – NumberSense training for staff, with a consistent focus on fluency, reasoning, times tables, mathematical vocabulary, misconceptions and mastery.	EEF evidence supports mastery learning (+5 months). Securing foundational mathematical knowledge and addressing misconceptions can prevent gaps from becoming embedded.	1, 2, 3
SEND & adaptive teaching – Ongoing CPD to strengthen scaffolding, adaptive teaching and approaches that promote independence for pupils with SEND and/or disadvantage.	EEF guidance emphasises adapting high-quality teaching to meet individual needs, including explicit instruction, scaffolding and metacognitive strategies.	1, 2, 3
Feedback & responsive teaching – Use of formative assessment, questioning, retrieval, live feedback and diagnostic assessment to identify and address misconceptions.	EEF identifies feedback as a high-impact approach (+6 months). Effective feedback should be specific, timely and enable pupils to act on it.	1, 2, 3
EYFS professional development – Specific training and support for the new EYFS teacher, with a focus on early language, early reading, mathematics and identifying gaps early.	High-quality early teaching and early identification of need can help prevent gaps from becoming embedded. EEF evidence supports oral language, early reading and evidence-informed teaching approaches across the primary phase.	1, 2, 3

Targeted Academic Support

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

Budgeted cost: : £ **10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small-group tuition – Short, focused teaching in reading, writing and mathematics for pupils identified through assessment. Provision is closely linked to classroom teaching and reviewed regularly.	EEF evidence suggests small-group tuition can have an average impact of +4 months, particularly when groups are small, teaching is targeted to specific needs and closely connected to classroom learning.	1, 2, 3
Targeted reading and phonics support (rapid catch up with Little Wandle) – Additional structured teaching for pupils who are not secure in phonics, decoding, fluency or comprehension.	EEF evidence supports systematic phonics and targeted reading support. Early identification and additional teaching can help prevent pupils falling further behind.	1, 2, 3
Mathematics catch-up – Targeted support for pupils with gaps in number knowledge, calculation or times tables, using assessment to identify specific misconceptions.	Mastery approaches and targeted academic support are supported by EEF evidence. Addressing specific gaps before they become embedded can improve pupils' access to the wider mathematics curriculum.	1, 2, 3
Oracy and vocabulary intervention – Additional support for pupils with identified gaps in vocabulary, speaking and listening or confidence in communicating their ideas.	EEF evidence identifies oral language approaches as effective in developing vocabulary, communication, reasoning and wider academic learning, with an average impact of +6 months.	1, 2, 3
Independence and metacognitive support – Targeted teaching for pupils who require additional support to organise, plan,	EEF identifies metacognition and self-regulation as a high-impact approach (+8 months), particularly where strategies are explicitly modelled and gradually transferred to pupils.	1, 2, 3

monitor and evaluate their learning.		
Assessment-led monitoring – PP Lead/Inclusion Leader review disadvantaged pupils' progress and provision at least three times each year and adapt support accordingly.	EEF recommends a cycle of diagnosis, planning, implementation, monitoring and evaluation, ensuring that targeted support responds to identified need rather than being generic.	1, 2, 3

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

Budgeted cost: £ **7270**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and engagement – Early identification of attendance concerns, positive communication with families and targeted support to remove barriers to regular attendance.	The EEF identifies attendance as an important factor in attainment and recommends approaches which understand and address the specific barriers affecting individual pupils and families.	4, 5
Parental engagement – Positive communication with families around reading, learning routines, attendance and supporting independence.	EEF evidence indicates that effective parental engagement can have a positive impact on learning, particularly where schools provide practical strategies and develop meaningful two-way relationships.	4, 5
School clubs – PP discount/subsidy – Financial support to enable disadvantaged pupils to access clubs and enrichment opportunities alongside their peers.	This supports the EEF's wider strategies tier by addressing financial barriers to participation and supporting pupils' engagement, belonging and broader development.	4, 5
Educational trips and residential – PP discount/subsidy – Financial support to ensure disadvantaged pupils can participate in educational visits and enrichment opportunities.	Removing financial barriers can support participation and access to experiences which develop pupils' knowledge, vocabulary, confidence and cultural capital. This should be targeted where cost is identified as a barrier.	4, 5

Free school jumper / uniform support – Provide a free school jumper and/or targeted uniform support for PP pupils where appropriate.	Removing financial barriers to school participation can support belonging and reduce pressures on families. The EEF's wider-strategies approach recognises the importance of addressing non-academic barriers which may affect pupils' engagement with school.	4, 5
Breakfast / food support where required – Targeted support for pupils where hunger or lack of access to food is identified as a barrier to learning.	Wider strategies should respond to barriers identified through the school's needs analysis. Supporting pupils' readiness to learn can complement, but should not replace, high-quality teaching.	4, 5
Enrichment and wider opportunities – Ensure disadvantaged pupils have equitable access to school experiences, leadership opportunities, cultural activities and enrichment.	Providing opportunities that develop confidence, engagement and wider experiences can contribute to pupils' readiness to learn and sense of belonging. Provision should be informed by the school's identified barriers and evaluated for impact.	4, 5