

Pupil premium strategy statement



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	Alexander McLeod Primary School
Number of pupils in school	548
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	
Date on which it will be reviewed	December 2025
Statement authorised by	Governing Board
Pupil premium lead	Mohammad Mustafa
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£346.550
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£346.550

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed in making provision for socially disadvantaged pupils
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups, or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	Pupil premium children often have social and emotional challenges that can have a negative impact on mental and physical wellbeing.
2	Pupil premium children are less likely to have culturally enriching experiences outside of school.
3	The punctuality and attendance of Pupil Premium children is lower than their non-pupil premium counterparts.
4	Pupil Premium children can have limited access to high quality language and resources/support for learning at home and children may not have the means to access extra-curricular activities.
5	Social and economic challenges experienced by families including housing, finance, family literacy, domestic violence, children's health and parental anxieties and skills.
6	Pupil Premium children who are also on the SEND register face significant challenges when accessing the curriculum. Lower reading ability further limits opportunities.

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
Disadvantaged pupils make accelerated progress in reading, writing, and maths, narrowing the attainment gap	<ul style="list-style-type: none"> - At least 70% of disadvantaged pupils achieve age-related expectations (ARE) in reading, writing, and maths by the end of KS2. - Progress scores for disadvantaged pupils are in line with or above national averages. - The gap in attainment between Pupil Premium and non-Pupil Premium pupils reduces by at least 10% compared to the previous year.
All pupils, particularly disadvantaged pupils, benefit from high-quality, evidence-informed teaching	<ul style="list-style-type: none"> - 100% of teaching is judged as at least "good" through lesson observations and work scrutiny. - Staff CPD evaluations show increased confidence in delivering adaptive teaching strategies. - Disadvantaged pupils show term-on-term progress in internal tracking assessments.
Attendance for disadvantaged pupils improves and persistent absence is reduced.	<ul style="list-style-type: none"> - Disadvantaged pupils' attendance is at 95% or above. - Persistent absence among Pupil Premium pupils drops to below 10%. - Fewer late marks recorded for disadvantaged pupils termly.
Pupils receiving emotional/behavioural support are better equipped to manage feelings and engage in learning.	<ul style="list-style-type: none"> - Identified pupils show improved outcomes on tools like the Boxall Profile, SDQ, or school-based behaviour trackers. - Fewer recorded behaviour incidents, suspensions, or exclusions for disadvantaged pupils. - Pupil voice feedback indicates increased sense of safety and belonging.
Disadvantaged pupils access and benefit from extracurricular and enrichment experiences	<ul style="list-style-type: none"> - At least 85% of disadvantaged pupils attend at least one club, trip, or enrichment activity per term. - Pupil Premium pupils have representation in school events (e.g. performances, sports teams).

	<ul style="list-style-type: none"> - Pupil and parent feedback reflects positive impact of enrichment on engagement and well-being.
<p>Disadvantaged pupils receiving interventions make measurable academic gains.</p>	<ul style="list-style-type: none"> - At least 80% of pupils involved in interventions (e.g. phonics, tutoring) meet or exceed their personalised targets. - Half-termly assessment data shows sustained progress for targeted pupils. - Intervention reviews (teacher feedback, book looks) show strong pupil engagement and learning

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: **£95,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of high-quality CPD for staff including but not exclusively phonics and early reading.	<p>Research highlights the importance of teaching staff being trained to identify learning styles within the classroom and be able to adapt the teaching sequence to support this.</p> <p>Research from the Education Endowment Fund (EEF) highlights the impact of high-quality professional development for staff and the impact this can have on the quality of the provision. EEF Teaching and Learning Toolkit: CPD linked to pupil need improves outcomes (+5 months).</p> <p>Sutton Trust Report: Quality of teaching has a greater impact on disadvantaged pupils</p>	1,4
Learning Support Assistants	<p>Learning Support Assistants (LSAs) provide high-quality interventions to support pupils in closing the attainment gap with their peers. LSAs also deliver 1:1 reading sessions and in-class support as well.</p> <p>EEF Teaching and Learning Toolkit – Teaching Assistant Interventions</p> <ul style="list-style-type: none"> - +4 months progress on average. - “Teaching assistants can have a positive impact on academic outcomes when deployed in structured interventions.” - Highest impact occurs when LSAs deliver targeted support rather than general classroom assistance. 	
Support ECT and teachers in their second year to develop understanding of what makes an outstanding teacher	<p>Providing newly qualified teachers with key CPD is at the forefront of their development.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-framework-early-roll-out</p>	1

<p>Use of Diagnostic Assessment to Inform Teaching</p>	<p>Using summative assessments to identify gaps in children’s learning and adapting curriculum planning to reflect this. Ensuring a scaled approach to formative assessment is in place and builds on evidence that formative assessment can improve students’ learning.</p> <p>EEF Assessment Guidance Report: Targeted instruction based on formative assessment leads to improved outcome</p>	<p>1,3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 235,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Educational Psychologist</p>	<p>The EP use their training in psychology and knowledge of child development to assess difficulties children may be facing in their learning.</p> <p>EEF Toolkit – Social and Emotional Learning</p> <ul style="list-style-type: none"> - Shows that targeted SEL interventions can lead to +4 months progress on average. - Ed Psych involvement can shape effective SEL plans for vulnerable pupils. <p>BPS (British Psychological Society)</p> <ul style="list-style-type: none"> - Highlights the role of EPs in closing attainment gaps through systemic work and individual casework with disadvantaged learners. 	<p>1,3,4</p>
<p>Implement specific planned interventions (SHINE, Mastery in Number Etc) to target key pupil premium children using TA support and relevant training.</p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>EEF Teaching and Learning Toolkit – Teaching Assistant Interventions</p> <ul style="list-style-type: none"> - +4 months progress on average. - “Teaching assistants can have a positive impact on academic outcomes when deployed in structured interventions.” - Highest impact occurs when LSAs deliver targeted support rather than general classroom assistance. 	<p>1,3,4</p>
<p>Intervention support groups for Pupil Premium children who are working below the expected standard in KS2.</p>	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,3</p>

Use of external agencies to provide support for vulnerable Pupil Premium children with a focus of social and emotional support.	Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.	2,3,7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school clubs and activities to extend the school day.	<p>A broad range of after school programmes with a varied and balanced structure, links to the curriculum, opportunities to develop physical and mental health delivered by well-qualified and well-trained staff.</p> <p>Sutton Trust Report – “Life Lessons: Improving essential life skills” (2017)</p> <ul style="list-style-type: none"> - Found that access to extracurricular activities is strongly linked to improved soft skills, which predict future success more strongly than academic grades. - Disadvantaged pupils are less likely to access these opportunities unless explicitly targeted. <p>NatCen & UCL Study (2015) – <i>The Impact of Non-Cognitive Skills on Outcomes for Young People</i></p> <ul style="list-style-type: none"> - Participation in structured after-school activities is associated with: <ul style="list-style-type: none"> o Better school attendance o Improved classroom behaviour o Higher levels of aspiration 	2,4
Funded and Subsidised School trips for outside learning Providing Forest School sessions to outdoor learning opportunities for Pupil Premium children– ensuring	<p>Outside learning in education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also Metacognition and self-regulation) may also be involved</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	1,2,4,7

that relevant training is maintained.		
School uses Home-school liaison office and LA external Attendance officers to support tracking of attendance.	<p>Good attendance in school is required in order to close the gaps in learning.</p> <p>EEF Attendance Interventions Rapid Evidence Assessment (2022)</p> <ul style="list-style-type: none"> - Tailored support for families, especially from trusted school staff like HSLOs, is among the most promising interventions for improving attendance. - Notes the importance of building trust with families, rather than punitive approaches. 	2,3,6
Emotional literacy interventions (ELSA) and other Behaviour interventions in place to seek to improve attainment by reducing challenging behaviour in school.	<p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	3,7
Access to a range of physical activity clubs, subsidised by pupil premium funding.	<p>Public Health England – “The link between pupil health and wellbeing and attainment” (2014)</p> <ul style="list-style-type: none"> - Shows a clear link between physical activity, mental wellbeing, and academic outcomes. - Mentally and physically healthy pupils are more likely to attend school, concentrate, and succeed. <p>Ofsted – Successful Pupil Premium Strategies (2013 & 2019)</p> <ul style="list-style-type: none"> - Cites schools where sport and enrichment were used to improve motivation, engagement, and attendance, particularly for pupils with limited out-of-school opportunities. 	2,3,4,5
Provide support with school uniform for pupil premium families where required.	<p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	2,5

Total budgeted cost: £346.550

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the outcomes that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

During the 2024–25 academic year, Pupil Premium funding was strategically used to support disadvantaged pupils across a range of areas including academic attainment, emotional wellbeing, attendance, and behaviour. The impact of this funding has been both measurable and meaningful.

Wellbeing and Pastoral Impact

A key focus this year was on improving the emotional wellbeing and mental health of our Pupil Premium children. The introduction of a full-time **Home-School Liaison Officer** and increased **Learning Mentor capacity** enabled us to provide tailored pastoral support, early intervention, and strong home-school links. As a result:

- There was a noticeable increase in **pupil confidence and emotional regulation**, as evidenced by Boxall Profile scores and pupil voice feedback.
- Pupil Premium children accessed targeted wellbeing programmes such as ELSA sessions and small-group nurture interventions, resulting in **improved classroom engagement and readiness to learn**.

Attainment and Closing the Gap

Targeted academic interventions—particularly in reading, maths, and phonics—delivered by trained support staff had a **positive impact on pupil outcomes**:

- End-of-year data shows that the **attainment gap between Pupil Premium pupils and their peers narrowed in all core subjects**, with the most significant gains seen in reading and writing in KS2.
- The proportion of Pupil Premium pupils meeting age-related expectations increased by **11% in reading, 9% in writing, and 8% in maths**, compared to 2023–24.
- Small group tuition, structured intervention programmes, and high-quality teaching supported by CPD were key drivers of this improvement.

Attendance

Improving attendance for disadvantaged pupils remained a priority, and the school implemented a multi-layered strategy involving daily monitoring, parental engagement, and pastoral support:

- Overall attendance for Pupil Premium pupils increased from **91.6% in 2023–24 to 94.2% in 2024–25**.
- The number of Pupil Premium pupils classed as persistently absent fell by **27%** compared to the previous year.
- Regular home visits, attendance incentives, and close liaison with families significantly contributed to these improvements.

Behaviour

Behaviour incidents among Pupil Premium children declined over the academic year, supported by:

- A consistent whole-school behaviour policy
- Increased access to adult mentoring and therapeutic support
- Staff training in trauma-informed approaches

As a result:

- Behaviour logs show a **34% reduction in behaviour incidents** involving Pupil Premium pupils compared to 2023–24.
- There was also a marked reduction in internal exclusions and restorative interventions, suggesting improved self-regulation and stronger relationships between pupils and adults.

Summary

The Pupil Premium strategy at Alexander McLeod Primary School in 2024–25 has had a **positive and tangible impact**. Through a balanced approach combining academic, pastoral, and enrichment support, the school has:

- Narrowed attainment gaps
- Improved wellbeing and engagement
- Raised attendance
- Reduced behaviour incidents

These outcomes reflect our commitment to equity, inclusion, and the highest expectations for all pupils, regardless of background.

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
Rising Stars	TBC
Speech and Language Support	Greenwich SALT
White Rose - Maths Premium	White Rose
NFER Assessment	NFER
Bug Club	Pearson
Timetables Rock Stars	Timetables Rock Stars
Little Wandle	Little Wandle
Emotional Literacy Support Assistant	ELSA

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable