

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	2026-2027
Date this statement was published	July 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Governing Board
Pupil premium lead	Mohammad Mustafa
Governor / Trustee lead	Alex-James Cook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£352,900
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£352,900

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	Many disadvantaged pupils enter school with delayed speech, language and communication skills. Combined with the high proportion of pupils who speak English as an additional language, this can impact vocabulary development, reading comprehension and pupils' ability to access the full curriculum.
2	Some disadvantaged pupils have lower starting points in reading and require additional support to develop fluency, comprehension and a rich vocabulary. Secure reading skills are essential for success across all curriculum subjects.
3	Some disadvantaged pupils experience social, emotional and mental health challenges, adverse childhood experiences or family circumstances that affect their wellbeing, resilience, behaviour and readiness to learn.
4	Although attendance has improved, disadvantaged pupils remain more likely to experience lower attendance and persistent absence than their peers. Maximising attendance is essential to ensure pupils benefit fully from high-quality teaching and wider school opportunities.
5	Financial pressures and wider socio-economic challenges can reduce access to educational resources, enrichment experiences and opportunities to support learning beyond the school day.
6	Disadvantaged pupils are disproportionately represented among pupils with SEND and other additional needs. These pupils often require highly adaptive teaching, targeted interventions and personalised support to successfully access the curriculum and achieve their potential.

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 achieve highly in reading, writing and mathematics, making strong progress from their starting points.	- At least 75% of disadvantaged pupils achieve age-related expectations in reading, writing and mathematics by the end of KS2. - Progress of disadvantaged pupils is at least in line with national averages in reading, writing and mathematics. - The attainment gap between disadvantaged and non-disadvantaged pupils continues to narrow across all year groups.
Disadvantaged pupils develop strong language, communication and reading skills that enable them to access the full curriculum.	- Children eligible for Pupil Premium make accelerated progress in early language and communication from their starting points. - Phonics outcomes for disadvantaged pupils are at least in line with national averages. - Internal assessments demonstrate improving reading fluency, comprehension and vocabulary across all key stages.
Disadvantaged pupils demonstrate positive wellbeing, resilience and readiness to learn.	- Pupil voice indicates that disadvantaged pupils feel safe, supported and confident in school. - Behaviour and pastoral records show a reduction in repeated incidents for identified pupils. - Targeted pupils demonstrate improved engagement and learning behaviours.
Attendance for disadvantaged pupils continues to improve.	- Attendance for disadvantaged pupils is at least in line with the national average for disadvantaged pupils. - Persistent absence among disadvantaged pupils reduces year-on-year. - The attendance gap between disadvantaged and non-disadvantaged pupils continues to narrow.
Disadvantaged pupils access a wide range of enrichment opportunities that broaden their experiences and aspirations.	- All disadvantaged pupils participate in educational visits during the academic year. - Participation in clubs, music, sport and wider enrichment is comparable with or exceeds that of non-disadvantaged pupils. - Pupil voice demonstrates increased confidence, aspirations and engagement with learning beyond the classroom.

Disadvantaged pupils with additional needs receive effective support and make strong progress.	- Disadvantaged pupils with SEND make strong progress from their individual starting points. - Personalised interventions demonstrate measurable impact through provision reviews and assessment data. - Adaptive teaching enables disadvantaged pupils with additional needs to access the full curriculum successfully.
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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: **£100,000**

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.	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. 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). Sutton Trust Report: Quality of teaching has a greater impact on disadvantaged pupils	1,4
Learning Support Assistants	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. EEF Teaching and Learning Toolkit – Teaching Assistant Interventions - +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	Providing newly qualified teachers with key CPD is at the forefront of their development. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-framework-early-roll-out	1

Use of Diagnostic Assessment to Inform Teaching	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. EEF Assessment Guidance Report: Targeted instruction based on formative assessment leads to improved outcome	1,3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 232,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Psychologist	The EP use their training in psychology and knowledge of child development to assess difficulties children may be facing in their learning. EEF Toolkit – Social and Emotional Learning - Shows that targeted SEL interventions can lead to +4 months progress on average. - Ed Psych involvement can shape effective SEL plans for vulnerable pupils. BPS (British Psychological Society) - Highlights the role of EPs in closing attainment gaps through systemic work and individual casework with disadvantaged learners.	1,3,4
Implement specific planned interventions (SHINE, Mastery in Number Etc) to target key pupil premium children using TA support and relevant training.	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions EEF Teaching and Learning Toolkit – Teaching Assistant Interventions - +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.	1,3,4
Intervention support groups for Pupil Premium children who are working below the expected standard in KS2.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,3

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: £20,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school clubs and activities to extend the school day.	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. Sutton Trust Report – “Life Lessons: Improving essential life skills” (2017) - 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. NatCen & UCL Study (2015) – <i>The Impact of Non-Cognitive Skills on Outcomes for Young People</i> - Participation in structured after-school activities is associated with: - o Better school attendance - o Improved classroom behaviour - o Higher levels of aspiration	2,4
Funded and Subsidised school trips including residential visits, for outside learning Providing Forest School sessions to outdoor learning opportunities for Pupil Premium children– ensuring	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	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.	Good attendance in school is required in order to close the gaps in learning. EEF Attendance Interventions Rapid Evidence Assessment (2022) - 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.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3,7
Access to a range of physical activity clubs, subsidised by pupil premium funding.	Public Health England – “The link between pupil health and wellbeing and attainment” (2014) - 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. Ofsted – Successful Pupil Premium Strategies (2013 & 2019) - 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.	Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	2,5

Total budgeted cost: £352,900

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 2025 to 2026 academic year.

During the 2025–26 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 Support

Supporting the wellbeing and emotional development of disadvantaged pupils remained a key priority throughout 2025–26. Investment in pastoral provision, including the appointment of a full-time Home-School Liaison Officer and increased Learning Mentor capacity, enabled the school to identify barriers early, provide targeted intervention and strengthen relationships between home and school.

This enhanced provision had a positive impact on pupils' emotional wellbeing, confidence and readiness to learn. Targeted support, including ELSA sessions, nurture interventions, mentoring and personalised pastoral programmes, supported pupils in developing emotional regulation strategies and building positive relationships.

Evidence from Boxall Profile assessments, pupil voice and pastoral records demonstrated improved emotional resilience and increased confidence among targeted pupils. In particular, pupils receiving additional support showed improved engagement with classroom learning and greater ability to manage challenges independently.

During the year:

- 100% of disadvantaged pupils accessed targeted wellbeing or mentoring support.
- 70% of pupils receiving pastoral interventions demonstrated improved emotional regulation or engagement (as demonstrated by SDQ and CPOMs logs)
- Pupil voice demonstrated that pupils felt safe, supported and valued within the school community.

Raising Achievement and Closing the Gap

Improving outcomes for disadvantaged pupils remained a core priority. The school continued to combine high-quality teaching, adaptive practice and targeted academic intervention to ensure pupils received support matched to their individual needs.

Targeted provision in reading, writing, mathematics and phonics, delivered by trained staff, had a positive impact on pupil progress. Interventions were carefully monitored to ensure they accelerated learning and addressed specific gaps in knowledge and skills.

End-of-year assessment data demonstrates that disadvantaged pupils made strong progress from their starting points. The following message was received by Bridget Phillpson, sent to selected schools only:

‘Congratulations to you and your team on the excellent outcomes the disadvantaged pupils at Alexander McLeod Primary School achieved at the end of the 2024/25 academic year. Your school’s performance places it among the very best nationally, and this is a significant achievement’.

Data headlines

Subject	Disadvantaged	Not disadvantaged
Reading, Writing & Maths combined	64% (47%)	77% (69%)
Reading	82% (63%)	83% (81%)
Writing	70% (59%)	81% (78%)
Maths	76% (61%)	92% (80%)
SPAG	82% (60%)	88% (79%)
Science	76% (70%)	87% (87%)

NB: National Averages in brackets

The impact of targeted interventions, including small-group tuition, structured phonics support and precision teaching, alongside strong classroom practice, ensured disadvantaged pupils were increasingly able to access the ambitious curriculum offered at Alexander McLeod.

Attendance

Improving attendance for disadvantaged pupils remained a key strategic priority. The school implemented a comprehensive attendance approach involving daily monitoring, early identification of concerns, parental engagement and targeted pastoral support.

The work of the Home-School Liaison Officer strengthened relationships with families and enabled barriers to attendance to be addressed quickly through personalised support, home visits and partnership working.

As a result:

- Attendance for disadvantaged pupils improved from 93.1% to 94.8%.
- Persistent absence among disadvantaged pupils reduced by 3% to 18%.
- The number of disadvantaged pupils requiring intensive attendance support reduced over the academic year.
- Improved attendance ensured pupils had increased access to high-quality teaching and intervention programmes.

This reflects the school's commitment to ensuring that disadvantaged pupils benefit fully from the opportunities available at Alexander McLeod.

Behaviour, Engagement and Inclusion

The school's inclusive approach to behaviour continued to support disadvantaged pupils in developing positive attitudes towards learning. Consistent implementation of the behaviour policy, alongside mentoring, nurture approaches and trauma-informed practice, helped pupils develop stronger emotional regulation and improved learning behaviours.

Behaviour data demonstrates:

- A 35% reduction in behaviour incidents involving disadvantaged pupils compared with the previous academic year.
- A reduction in significant incidents requiring additional intervention.
- Improved engagement and relationships between pupils and staff.

The school continued to provide personalised support for pupils with more complex needs, ensuring that behaviour was understood in the context of individual circumstances and that pupils received appropriate support to succeed.

Enrichment and Wider Opportunities

A key strength of the Pupil Premium strategy was ensuring disadvantaged pupils had equal access to the rich opportunities available across the school. Funding enabled pupils to participate in educational visits, residential experiences, sporting opportunities, music and extracurricular clubs.

During 2025–26:

- 23 extracurricular clubs were available to pupils, including opportunities such as Taekwondo, chess, tennis and multi-sports.
- Pupil Premium pupils were entitled to one free club per week for each sibling, ensuring financial barriers did not prevent participation.
- Disadvantaged pupils accessed educational visits, residential experiences and enrichment opportunities alongside their peers.

These experiences contributed to improved confidence, aspirations, vocabulary development and cultural capital, supporting pupils' wider personal development.

Overall Impact

The 2025–26 Pupil Premium Strategy has had a positive and measurable impact on disadvantaged pupils at Alexander McLeod Primary School. Through a balanced approach combining excellent teaching, targeted academic support, strong pastoral provision and equitable access to enrichment, the school has continued to reduce barriers and improve outcomes.

Key achievements include:

- Improved academic outcomes and narrowing attainment gaps.
- Improved attendance and reduced persistent absence.
- Increased emotional wellbeing, confidence and resilience.
- Improved behaviour and engagement with learning.
- Increased participation in enrichment opportunities.

These outcomes demonstrate the impact of Alexander McLeod's commitment to equity, inclusion and high expectations, ensuring disadvantaged pupils are supported to achieve highly and thrive.

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