

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	Almondsbury Primary School
Number of pupils in school	309
Proportion (%) of pupil premium eligible pupils	6.1% including service children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	September 2025
Date on which it will be reviewed	July 2028
Statement authorised by	Paul Smith
Pupil premium lead	Timothy Dean
Governor / Trustee lead	Sam Turner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,765
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will embrace the school's vision of 'Creating our Pathways' to develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential. We, as a school, are able to determine how best to use the Pupil Premium grant to support pupils and raise education attainment; we create an overall package of support aimed to tackle a range of barriers as specified in the PP spending plan attached.

Challenges

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

Challenge number	Detail of challenge
1	Attendance – To ensure the attendance of disadvantaged pupils improves
2	Wellbeing Support – To support the children with difficulties with home life and friendships
3	Attainment – To bridge the gap between attainment of disadvantaged in certain year groups
4	Parental Engagement – Engage with the parents to get them supporting their children.

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
Improve pupils' attitudes towards attendance.	PP children's attitudes towards attendance are improved. Their understanding of the importance of good attendance or their academic achievement is improved and their attendance figures show an improvement to be in line with their peers.

	<p>Attendance figures for PP children will show an increased improvement to be almost in line or better than their peers.</p> <p>Pupils' are keen to talk about their learning</p> <p>Pupil's consistently engage in 1:1 or small group support.</p>
Wellbeing is high amongst Pupil Premium Children	<p>1:1 or small group support focuses on wellbeing as well as academic achievement</p> <p>Staff have suitable resources to support mental health and wellbeing among disadvantaged children</p> <p>Children feel safe in school and have a trusted adult to talk to.</p>
Ensure quality teaching and learning of basic English and Mathematics skills. (Link to Quality First Teaching)	<p>In KS1 children will be supported with their reading, comprehension and writing including support with phonics.</p> <p>In Maths in KS1 the children will be supported to develop number bonds and times tables as well as having pre and post teaching support.</p> <p>In KS2 Teachers will plan lessons that include the identification and support of PP children</p> <p>PP sessions will address pre-teaching and post teaching of English and Mathematics skills.</p> <p>Sessions will also include opportunities for children to be supported with their reading</p> <p>PP children's outcomes will be moving towards inline or better than their peers.</p>
Parental Engagement of PP parents is increased	<p>Parents will be communicated with and the PP support will be explained. Opportunities for communication with PP lead will be made available. PP lead will actively engage with parents.</p>

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £ 25,765

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 support pre and post teaching</p> <p>Feedback</p> <p>Children to receive 1:1 quality first teaching from TAs. These sessions will be based on the individual child's requirements.</p> <p>Maths - Pre and Post teaching of maths and specific key skills and facts.</p> <p>Reading – Pre and Post teaching for whole class guided reading</p> <p>Reading to develop skill</p> <p>Comprehension exercises</p> <p>Phonic development</p> <p>Writing – Pre and post teaching based on class work.</p> <p>Specific key grammar and spelling work.</p>	<p>1:1 tuition studies in Primary school tend to show impact of +6 months <i>Evidence from EEF (1:1 tuition)</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Feedback studies in Primary school tend to show impact of +6 months <i>Evidence from EEF (feedback)</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Reading comprehension strategies tend to show impact of +6 months <i>Evidence from EEF (Reading comprehension)</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	19
<p>Collaborative learning in small groups with TA support</p> <p>TAs will facilitate a learning environment where children communicate effectively about their learning activity.</p> <p>As above, these will be primarily focused on Maths, Reading and Writing but may also have social</p>	<p>Small group tuition studies in Primary school tend to show impact of +4 months <i>Evidence from EEF (Small Group Tuition)</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Collaborative learning approaches studies in Primary school tend to</p>	19

and emotional elements to support the children.	show impact of +5 months <i>Evidence from EEF (Collaborative learning approaches)</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	
Using a mastery learning approach	Using a Master approach in Primary school tend to show impact of +5 months <i>Evidence from EEF (Small Group Tuition)</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	All
Using metacognition and a self-regulating approach	Using a Metacognition and Self-regulation approach in Primary school tend to show impact of +8 months <i>Evidence from EEF (Metacognition and self-regulation)</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	All

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support for specific pupils to support mental health and wellbeing	http://blog.soton.ac.uk/edpsych/files/2019/07/ELSA-article-version-for-submission-to-Debate-amendmended.pdf	3
Breakfast club	https://www.gov.uk/government/case-studies/benefits-of-breakfast-clubs	2

Total budgeted cost: £ 28,765

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

<p><u>Progress in Reading and Writing</u></p> <p>In both Year 3 and Year 5, children who had pupil premium eligibility joined at the start of the year and this had a significant impact on the data in their year group. Good progress was seen from the other pupils in these and other year groups.</p>	Reading (attainment)		
	Year group	All pupils	Disadvantaged
	Year 1	96	94
	Year 2	94	99
	Year 3	92	97
	Year 4	93	89
	Year 5	84	72
	Year 6	90	80
	Average	91.5	88.5
	Reading (progress)		
	Year group	All pupils	Disadvantaged
	Year 1		
	Year 2	0.99	0.79
	Year 3	1.01	0.98
	Year 4	1.01	1.15
	Year 5	1.03	0.99
	Year 6	1.04	0.99
	Average	1.02	0.98
	Writing (attainment)		
	Year group	All pupils	Disadvantaged
Year 1	88	86	
Year 2	89	74	
Year 3	83	85	
Year 4	83	75	
Year 5	84	67	
Year 6	84	78	
Average	85	77.5	
Writing (progress)			
Year group	All pupils	Disadvantaged	
Year 1			
Year 2	1.01	0.89	
Year 3	1	0.89	
Year 4	1.05	1.01	
Year 5	1.03	1	
Year 6	1	1.02	
Average	1.02	0.96	
<p><u>Progress in Mathematics</u></p> <p>Overall teaching strategy and targeted support for those pupils has been successful. Where it has not there has been absence which has hampered this support being implemented fully for the pupils.</p>	Mathematics (attainment)		
	Year group	All pupils	Disadvantaged
	Year 1	96	96
	Year 2	93	81
	Year 3	85	85
	Year 4	81	80
	Year 5	85	78
	Year 6	86	79
	Average	87.6	83.1
	Mathematics (progress)		
	Year group	All pupils	Disadvantaged
Year 1			

	Year 2	0.98	0.89
	Year 3	0.94	0.94
	Year 4	0.91	0.98
	Year 5	1.05	1
	Year 6	0.98	1
	Average	0.97	0.96
Attendance	By the end of the academic year, the attendance of disadvantaged pupils was 90.2%. This is similar to the previous year		

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

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?	We employ a member of staff to do frequent 'check ins' with our pupils who are allocated service pupil premium funding.
What was the impact of that spending on service pupil premium eligible pupils?	This has helped our pupils discuss any concerns and issues that they have. We have kept the same adult for all pupils and this has helped them build up a strong relationship with the adult. These pupils feel like they have a trusted adult to support them when they need it.

Further information (optional)

This year our strategy has developed further, we aim to add support for disadvantaged pupils into class through additional morning support.