

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	Alderman Pounder Infants and Nursery School
Number of pupils in school	173
Proportion (%) of pupil premium eligible pupils	29.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	November 2025
Date on which it will be reviewed	September 2025
Statement authorised by	LGB
Pupil premium lead	Jenny Jones
Governor / Trustee lead	Rachel Van Krimpen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,695
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	£73,695

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Alderman Pounder, we believe every child, regardless of background, deserves the opportunity to thrive academically, socially, and emotionally - both in school and beyond. We recognise that wellbeing is the foundation for learning, and we prioritise both equally to ensure lasting success. We want our children and families to feel supported, ensuring all pupils attend regularly, arrive ready to learn, and have the resources they need to achieve the highest possible outcomes. We work in partnership with families, creating tailored support so every child feels equipped and confident. Families know who to turn to for help at any time.

Our curriculum is guided by our **LEAVES** principles: Language-rich, Experiential, Aspirational, Valuable, Engaging, Sequential. These principles are designed to remove barriers and open doors for all learners, especially those eligible for pupil premium. Every pupil will build on prior knowledge and achieve well, including those with higher starting points. We achieve this through quality-first teaching and a mastery approach informed by leading educational research (e.g. Rosenshine and Sweller). We know this has the greatest impact on progress and attainment, particularly for disadvantaged pupils.

We prioritise early reading and language development, knowing these skills unlock every other area of learning and are especially transformative for disadvantaged pupils. Our language-rich curriculum, including phonics and early writing, underpins success across all subjects. We champion social and emotional development and ensure every child can participate fully in school life, from extra-curricular opportunities to decision-making roles. Pupil voice is celebrated through diverse forums, and our school council reflects the variety of groups within our community. We model respect, compassion, and positivity, challenging inappropriate attitudes and language. Our pupils learn to uphold British Values and act as responsible ambassadors for Alderman Pounder. As we 'make a difference and grow together,' we nurture these core values in every child:

- Aspiration
- Creativity
- Confidence
- Enjoyment
- Perseverance
- Pride
- Responsibility

Challenges

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

Challenge number	Detail of challenge
1	Some pupils need targeted support and structured opportunities to develop emotional literacy, resilience, self-regulation, and positive collaboration skills, enabling them to manage emotions effectively and engage fully with learning and social interactions.
2	Some families face challenging circumstances, particularly in the current financial climate, which can lead to vulnerabilities and inconsistent routines at home. We know children thrive when they feel safe and experience positive familiarity and consistency. These families may require additional support to ensure pupils are school-ready, attend regularly, and achieve well socially, emotionally, and academically.
3	Ensuring pupils develop and retain ambitious vocabulary is a core curriculum priority, particularly for those with limited exposure to rich language through high-quality texts. These pupils require targeted opportunities to encounter, understand, and apply ambitious language across subjects to deepen comprehension and enhance communication skills.
4	Some pupils have limited foundational phonological awareness needed to retain phonetic codes and apply them confidently. This includes skills such as recognising alliteration, discriminating between sounds, hearing rhythm and rhyme, and transferring these from working memory into long-term memory. Targeted support is required to strengthen these precursory skills and secure early reading success.
5	For some pupils, opportunities to develop cultural capital have been limited, which can make it harder for them to connect concepts and apply knowledge across the curriculum. Targeted experiences and enrichment opportunities are needed to broaden their understanding of the world and strengthen these connections.

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
<p>REGULATION</p> <p>Our Pastoral Support Team will continue to prioritise the emotional health and wellbeing of all pupils, with a particular focus on those eligible for Pupil Premium. This includes developing emotional literacy by helping children recognise, understand, and express their emotions effectively, fostering resilience and positive relationships.</p>	<p>The Pastoral Support Team will deliver targeted interventions that explicitly build emotional literacy and address identified social-emotional needs. Feedback from pupils, staff, and families, including those participating in our parent support group, will demonstrate improved emotional wellbeing, resilience, and engagement in learning. Case studies will evidence individual progress and the positive impact of pastoral interventions. Observations in class and around school will show pupils are fully engaged and achieving well socially, emotionally, and academically. Boxall Profile assessments for pupils with significant social-emotional needs will indicate</p>

	measurable progress in identified areas, and pupil voice activities will reflect increased confidence in recognising, understanding, and expressing emotions appropriately.
ATTENDANCE Attendance rates for PP children improve in line with others.	Attendance for Pupil Premium children will exceed 96%, with no gap between disadvantaged pupils and their peers. Persistent absence will be reduced to below 8%. Feedback from families will reflect improved understanding of the importance of attendance. Pupil voice will indicate increased motivation to attend regularly, and records will evidence timely interventions for pupils at risk of persistent absence.
LANGUAGE All children, particularly those eligible for PP, develop a greater range of ambitious vocabulary and use appropriate and extended grammatical structures. This improvement in spoken language translates to their written work, where they make progress in line with others and national.	Planning shows high expectations of vocabulary and grammatical structures, and these are taught systematically and consistently. Observations in the classroom show that teachers effectively model language skills; the children speak in accurate grammatical structures and use new learnt language appropriately. Work samples show that the children are translating their oral learning of vocabulary into their writing. Teachers will be delivering all stages, but particularly the immersion stage of the writing sequence highly effectively.
PHONICS Outcomes for pupils eligible for Pupil Premium will improve significantly in reading, phonics, and other core areas. Attainment and progress in reading and phonics will show sustained improvement compared to previous years, closing the gap with non-disadvantaged peers and moving towards or exceeding national expectations.	Observations and work scrutiny will demonstrate that children in receipt of Pupil Premium are confidently gaining phonics and reading knowledge and applying these skills across the curriculum, including English. The percentage of Year 1 children in receipt of Pupil Premium passing the phonics screening will be at least in line with national expectations for all pupils. The percentage of KS1 children in receipt of Pupil Premium achieving age-related expectations and greater depth in reading will show sustained improvement compared to previous years, closing the gap with non-disadvantaged peers. Termly assessments will confirm progress in decoding, fluency, and comprehension.
CULTURAL CAPITAL Children eligible for PP take an active part in the wider aspects of school life, including extra-curricular and enrichment activities. As a result, they have greater culture capital, which they can draw on their learning.	Half-termly analysis of attendance at extra-curricular will show that all children eligible for PP have attended an extra-curricular activity during academic year. Children's work samples will show the children are including ideas from their wider experiences. The number of children working at greater depth across the curriculum will increase. Children will be confident to take part in rational discussion and debates, drawing upon their wider experience and growing cultural capital.

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Cost total: £40,065.87

- Supporting improvements in quality of T&L £ 32,757.12
- No nonsense phonics scheme £ 1,793.75
- Support retention of staff by improving wellbeing and reducing workload of staff (1 day additional PPA per term per teacher and access to Employee Assistance Programme) £ 5,515.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>LANGUAGE</p> <p>All classes will follow our curriculum principles of LEAVES, with a particular focus on the Language Rich element. Staff will plan for ambitious vocabulary, which will be taught, modelled and heard.</p> <p>Quality First Teaching strategies will be used consistently to ensure age related outcomes in all areas.</p> <p>Key vocabulary and core knowledge linked to our enquiry focus will be on display clearly around the classroom for children to refer to. Children will have new vocabulary taught and shown in blue to signify it as new vocabulary, and previously taught vocabulary in black.</p> <p>Stem sentences and consistent modelling will be repeatedly used to support children with lower language development and reduce cognitive load. This will also support classroom learning for independent tasks, encouraging children to take ownership of their written work.</p> <p>Enquiry boards will show a journey through the enquiry learning and support children with recall of this core knowledge.</p> <p>Picture hooks and daily learning is referred back to consistently.</p> <p>The writing sequence CPL with Theresa Heathcote will be used to support quality first teaching, particularly in the immersion stage of the teaching sequence.</p>	<p>EEF T&L Toolkit</p> <p>Oral Language Interventions (+6)</p> <p>Oral language interventions refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Oral language approaches might include:</p> <ul style="list-style-type: none"> • targeted reading aloud and book discussion with young children; • explicitly extending pupils' spoken vocabulary; • the use of structured questioning to develop reading comprehension; and • the use of purposeful, curriculum-focused, dialogue and interaction. <p>There is evidence to show that children use display boards when these are regularly accessed and updated by the class teacher. Children take ownership of their learning when they have had an involvement in the classroom environment.</p> <p>EEF Early Years Toolkit</p> <p>Communication & Language Approaches (+7)</p> <p>Communication and language approaches involve intentionally acting to develop young children's understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. They are based on the idea that children's language development benefits from approaches that support communication through talking and nonverbal expression.</p> <p>EEF Early Years Toolkit</p> <p>Early Literacy Approaches (+4)</p> <p>Early literacy approaches aim to improve young children's skills, knowledge or understanding related to reading or writing. Common approaches include:</p> <ul style="list-style-type: none"> • storytelling and group reading; • <i>activities that aim to develop letter knowledge, knowledge of sounds and early phonics; and introductions to different kinds of writing.</i> 	<p>3</p>
<p>PHONICS & LANGUAGE</p> <p>CPD time for teachers including Course/Training and</p>	<p>Quality First Teaching has a significant impact on pupil progress, which is why providing cover time to</p>	<p>3, 4</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
development costs to improve quality of T&L. CPD includes English PLCs, Early Reading PLCs, as well as Teaching & Learning PLCs.	undertake professional development for staff is a priority.	
<p>PHONICS No Nonsense Phonics Programme This will provide a systematic and rigorous approach to phonics teaching and pupil practice from code to word to text level with a content-rich vocabulary, developing comprehension and evoking imagination.</p> <p>It will also support pupils to develop fine motor control through the teaching of daily handwriting linked to the alphabetic code.</p>	<p>EEF T&L Toolkit Phonics Approaches (+5) Evidence shows that phonics has a positive impact overall and that it is an important component in the development of early reading skills, particularly for those children from disadvantaged backgrounds.</p>	4
<p>LANGUAGE CPL throughout the year to maintain high standards and visibility of children in receipt of Pupil Premium.</p>	<p>EEF effective professional development guidance report Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practise. The mechanisms of professional development. A: Building knowledge B: Motivating teacher C: Developing teaching techniques D: Embedding practise</p>	3
<p>ATTENDANCE 25% contribution towards Employee Assistance Programme to support staff retention</p>	<p>Guidance: School workload reduction toolkit, DFE Consistency and continuity of staff supports positive relationships, which can impact pupil attendance.</p>	2
<p>LANGUAGE 0.5 in-class support through deployment of HLTA</p>	<p>EEF T&L Toolkit Teaching Assistant Interventions (+4) Teaching assistants can provide a large positive impact on learner outcomes.</p> <p>EEF Making Best Use of Teaching Assistants Guidance to help primary and secondary school make the best use of TAs</p>	3

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

Cost: HLTA led intervention £35,964.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PHONICS Daily phonics interventions are targeted at those children who find acquisition and application of phonics codes challenging through deployment of HLTA through the use of PP funding.</p>	<p>EEF T&L Toolkit</p> <p>Small Group Interventions (+4)</p> <p><i>Small group tuition is an effective intervention, which is most effective if it is targeted a children's specific needs. Small group support can be effectively targeted at pupils from disadvantaged backgrounds. Small group tuition offers an opportunity for greater levels of interaction and feedback and can support children in overcoming barriers to learning and increase their access to the curriculum.</i></p>	<p>4</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>REGULATION & ATTENDANCE Our Pastoral Support Team will support children with specific needs, particularly those eligible for Pupil Premium or with potential barriers.</p>	<p>EEF T&L Toolkit Metacognition and Self-regulation (+7) <i>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skill to select the most suitable strategy for a given learning task.</i> <i>The potential impact of metacognition and self-regulation approaches is high (+7 months addition progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</i></p> <p>EEF T&L Toolkit Social and Emotional Learning (+4) <i>Social and emotional learning approaches have a positive impact, on average, of 4 months' addition progress in academic outcomes over the course of an academic year. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</i></p> <p>EEF Early Years Toolkit Social and Emotional Learning Strategies (+3) <i>Social and emotional learning (SEL) strategies seek to improve learning and wider child development by improving children's social and emotional skills.</i> <i>They can be contrasted with approaches that focus explicitly on the academic or cognitive dimensions learning. SEL strategies might seek to improve the ways in which children interact with their peers, parents or other adults and are often linked with self-regulation strategies and behavioural interventions.</i></p>	<p>1 & 2</p>

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

Cost: Supporting improvements in attendance and providing support to families (Family Support Worker, attendance team and administration) £46,430.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>REGUALTION & ATTENDANCE</p> <p>Our Pastoral Lead will support families with specific needs, signposting them to additional outside support as needed and/or appropriate.</p> <p>Headteacher, Extended Services Manager and teachers to monitor attendance weekly.</p> <p>Strategies are put in place including involvement where the child is persistently absent, at risk of persistent absence of has poor punctuality.</p> <p>Our Extended Services Manager will continue to work with our most vulnerable families to support them to get children into school and on time.</p>	<p>EEF Early Years Toolkit Parental Engagement (+4)</p> <p><i>Research has shown that actively involving parents in supporting their children's learning and development can positively impact children's progress, especially in early years.</i></p> <p>Relationships with parents is key to good attendance, alongside emphasising the impact of poor attendance. Last year has shown the importance of helping parents get appropriate help and support across a range of issues, in order for them to be able to engage well with school and staff, especially our Pastoral Lead. We have been able to identify some of the reasons behind poor attendance and start to address them with specific vulnerable families, including some significant mental health issues.</p>	<p>1, 2</p>
<p>CULTURAL CAPITAL</p> <p>A range of enhancing extracurricular activities to improve cultural capital will be offered during and at the end of school day. Some of these activities will be free of charge and all others will be financially supported for those unable to make financial contributions.</p>	<p>To narrow the gap of cultural capital between pupils in our catchment, it is vital that we offer over and above the additional activities that will encourage children's confidence and wider experiences. This will play an important role in their learning journey, as children will draw upon these experiences in everyday life.</p>	<p>5</p>

Total budgeted cost: £73,695

Actual cost: £122,460.12

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 2024 - 2025 academic year.

Phonics interventions took part daily for those in need of additional support. The pass rates for the PSC for year 1s was 87% and for Year 2 results was 93%. Strategies we are employing are effective and need to continue into the following academic year, in order to see similar and higher levels of success. Attainment of children in receipt of Pupil Premium increased from 74% in 2024 to 77% in 2025.

The new English writing sequence continues to be effective at encouraging language development for children whose have reduced opportunities for language development at home. New staff next year have taken part in the training, ensuring consistency and ensuring high quality teaching in English. Writing continues to be an area of high priority for the school into the next academic year, with the gap between disadvantaged children's attainment and others closing, but not at the pace we would like.

Children's attendance at after school clubs and enriching experiences continues to be carefully targeted. This commitment to ensuring the cultural capital gap decreases continues to be a high priority.

Those identified as doubly disadvantaged (for example, eligible for PP and identified as having SEN needs) are at higher risk of not meeting the expected standard. Priority has been given for effective teaching and learning following the high-quality teaching strategies, including modelling, scaffolding strategies and flexible use of 1:1 support and additional adults into next year.

Externally provided programmes

Programme	Provider
No Nonsense Phonics Skills	Phonics Intervention by Debbie Hepplewhite
WellComm	GLS
Super Sounds	The Phonics Lady
Complete PE	www.completepe.com
Next Level Sports	www.nextlevelsportsltd.com
Talk Time	Phonics Intervention by Debbie Hepplewhite