

Pupil premium strategy statement – Alderman Richard Hallam

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 outcomes for disadvantaged pupils since the last strategy was produced.

School overview

Detail	Data
Number of pupils in school	885
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2027/2028
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	<i>Ann-Marie Kedzior</i> , Headteacher
Pupil premium lead	<i>Holli Elverstone</i> , Assistant Headteacher
Governor / Trustee lead	<i>Sanjay Thakrar</i> , lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,160
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£167,160

Part A: Pupil premium strategy plan

Statement of intent

At Alderman Richard Hallam Primary School, our intention is that all pupils, regardless of their background or the challenges they face, leave as happy, healthy, and inspired young people who can confidently participate in the world as resilient, articulate citizens with a life-long love of learning and discovery. Through our Ingredients for Success, we aim to develop effective character strengths and prepare our children to thrive in an ever-changing world.

We use high-quality teaching and a broad, balanced curriculum as vehicles to empower pupils with the knowledge, skills, and cultural capital they need to succeed. By immersing pupils in engaging, real-life-linked topics, we aim to spark curiosity, deepen understanding, and foster progress for all pupils, especially those considered disadvantaged. Enrichment activities, trips, and experiences further enhance learning and broaden the horizons of our children.

Our Pupil Premium Strategy focuses on addressing the specific challenges faced by our disadvantaged pupils, ensuring they achieve in line with or better than all pupils nationally. Our key priorities include:

- Closing the gap in reading and writing attainment, with a specific focus on improving vocabulary and oral language skills to unlock learning potential across all areas of the curriculum.
- Providing targeted, evidence-based interventions tailored to pupils' needs, using robust data and provision mapping to deliver maximum impact.
- Supporting social and emotional development through structured programs that build resilience, emotional literacy, and positive well-being.
- Sustaining improved attendance by identifying and addressing barriers that disproportionately affect disadvantaged pupils.

We are committed to raising aspirations, removing barriers to learning, and ensuring every pupil has equal opportunities to succeed. Our strategy also seeks to broaden the lived experiences of our disadvantaged pupils by providing meaningful opportunities that promote engagement, foster ambition, and prepare them for future success.

This strategy is dynamic and will evolve to meet the changing needs of our disadvantaged pupils. We will continue to utilise robust systems to analyse data, gather feedback, and adapt our approaches based on up-to-date research and best practices to ensure the best outcomes for all our pupils.

Challenges

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

Challenge number	Detail of challenge								
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 with a vocabulary gap identified in writing assessments between 0.7% - 3.1% across Years 1-5.								
2	<p>Assessments, observations, and discussions with pupils and parents suggest disadvantaged pupils have greater difficulties with reading than their peers. This is shown in assessment data in school, statutory data at KS2 and with reading at home records identified by teachers.</p> <p>On entry to Reception class in the last 3 years, between 8.1% and 33.3% of our disadvantaged pupils arrive at age-related expectations compared to 16.2 – 45.6% of all other pupils.</p> <p>This gap narrows to the end of KS2 with the Value added at KS2 SATs for PP pupils being -0.9 and non PP children being -1.0.</p>								
3	<p>Internal assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 3 years, the difference between Pupil Premium and non-Pupil Premium has shown a difference of between 23.3 – 41.3.</p> <p>Pupil Premium children in their Year 6 SATS for Writing had a value added score of -2.7 compared to non-Pupil Premium who scored -1.8</p> <p>Internal data shows this gap is closing by the end of KS2 to a current difference of 19.8 in Year 6 and 26.4 in Year 5 there is still a need to improve Pupil Premium children’s writing attainment and progress.</p>								
4	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support and safeguarding remain relatively high. 40% of Pupil Premium pupils have required additional support through a safeguarding referral compared to 6% for non–Pupil Premium pupils.</p>								
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 0.9 – 2% lower than for non-disadvantaged pupils.</p> <table><tr><td>Current</td><td>92.7% PP</td><td>92.8% Whole School</td></tr><tr><td>2023</td><td>92.3% PP</td><td>93.2% Whole School 0.9%</td></tr></table>			Current	92.7% PP	92.8% Whole School	2023	92.3% PP	93.2% Whole School 0.9%
Current	92.7% PP	92.8% Whole School							
2023	92.3% PP	93.2% Whole School 0.9%							

	2022	91.3% PP	93.3% Whole School 2%
	2021	92.1% PP	93.1% Whole School 1%
Our current trend is decreasing this gap and we would like to continue this trend until attendance data for disadvantaged pupils is in line with the whole 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 oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language and vocabulary among disadvantaged pupils.</p> <p>This is evident through engagement in lessons, vocabulary use in writing, and book scrutiny.</p> <p>The vocabulary gap in writing assessments narrows to less than 0.5% across Years 1–5 by 2027/28.</p>
Improved reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes in 2027/28 show that at least 75% of disadvantaged pupils meet the expected standard.</p> <p>Improved reading records for disadvantaged pupils at home, with at least 80% regularly reading with an adult by 2027/28.</p> <p>Ongoing formative assessments demonstrate accelerated progress in phonics and comprehension skills across all year groups.</p>
Improved writing attainment among disadvantaged pupils.	<p>KS2 writing outcomes in 2027/28 show that at least 70% of disadvantaged pupils meet the expected standard.</p> <p>The writing attainment gap between disadvantaged and non-disadvantaged pupils reduces to less than 10% by Year 6.</p> <p>Evidence from internal assessments, book scrutiny, and moderation shows improved quality and quantity of writing across all year groups.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of well-being by 2027/28, demonstrated by:</p> <p>Qualitative data from pupil and parent surveys, teacher observations, and student voice.</p> <p>A reduction in safeguarding referrals for disadvantaged pupils by 15% from 2022-2024 levels.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <p>The attendance gap between disadvantaged pupils and their non-disadvantaged peers reduces to less than 0.5% by 2027/28.</p>




	The overall attendance rate for disadvantaged pupils is at least 95% by 2027/28.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £70000

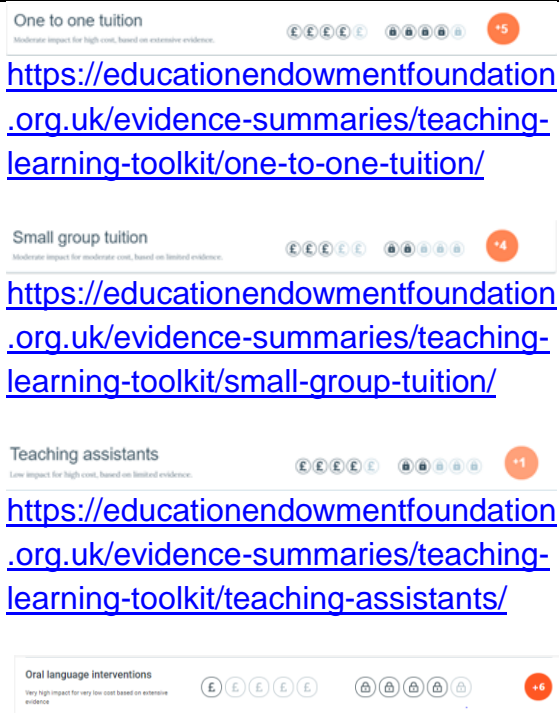
Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 2, 3, 4
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	1, 2, 3
Ensure robust practices in place to allow for staff to implement and share good practice, including: peer observations; effective ECT induction practices; National College specialist CPD; staff spotlight CPD sessions; and, TeachMeet sessions.	<div> Collaborative learning Moderate impact for very low cost, based on extensive evidence.  https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/ </div> <div> Feedback High impact for very low cost, based on moderate evidence.  https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/ </div> <div> Metacognition and self-regulation High impact for very low cost, based on extensive evidence.  https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and- </div>	1, 2, 3

	self-regulation/ 	
<p>Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Writing Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The EEF guidance draws on evidence-based approaches and gives guidance on strategies to improve Literacy in KS2</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Literacy in Key Stages 2</p> <p>To improve writing, focus on teaching writing composition strategies, such as planning, drafting, revising, editing, and publishing, through modelling and scaffolding until pupils can apply them independently. Ensure transcription skills, including handwriting, spelling, and sentence construction, are fluent through extensive, targeted practice and feedback. Link writing tasks to high-quality texts or meaningful contexts, teaching pupils to adapt their writing for different audiences and purposes. Integrate reading and writing instruction to build vocabulary, inspire ideas, and provide examples of effective writing. Offer actionable feedback throughout the writing process and use real-world purposes to motivate and engage pupils.</p>	1, 2, 3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	4, 5

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

Budgeted cost: **£65000**

Activity	Evidence that supports this approach	Challenge number(s)
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		addressed
<p>One to one and small group 'pick-up' for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring: guidance for education settings</p>	 <p>The screenshot shows four evidence summaries from the Education Endowment Foundation (EEF) Teaching and Learning Toolkit. Each summary includes a title, a brief description of the impact, a visual representation of the evidence base (a row of 10 circles, some filled and some empty), and a link to the full summary.</p> <ul style="list-style-type: none"> One to one tuition: Moderate impact for high cost, based on extensive evidence. Link: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/ Small group tuition: Moderate impact for moderate cost, based on limited evidence. Link: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/ Teaching assistants: Low impact for high cost, based on limited evidence. Link: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/ Oral language interventions: Very high impact for very low cost based on extensive evidence. Link: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/ 	1, 2, 3, 4
<p>Additional phonics and reading sessions targeted at disadvantaged pupils who require further phonics / reading support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	1, 2, 3

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

Budgeted cost: £ 32160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on ACES for all staff and the impact that these can have on pupils attainment	Both targeted interventions and universal approaches can have positive overall effects:	4, 5
We will hold regular student voice sessions and train staff to observe and record well-being indicators during lessons and playtimes. Targeted SEL	EEF Guidance on Implementation Regular surveys and qualitative data collection allow schools to tailor interventions effectively.	4, 5

<p>programs will be implemented alongside trauma-informed training and de-escalation techniques to equip staff in supporting pupils effectively. Collaboration with external agencies will provide early intervention support, while workshops will engage parents to reinforce SEL practices at home. A whole-school focus on well-being will include developing inclusive policies, offering enrichment activities, and reviewing safeguarding, attendance, and behavior data to adapt strategies. Finally, we will celebrate well-being achievements to motivate pupils and staff and sustain a positive school culture.</p>	<p>EEF Guidance on Using Assessment Social and Emotional Learning (SEL)</p> <p>Targeted SEL programs improve emotional regulation and social skills, particularly among disadvantaged pupils.</p> <p>EEF Social and Emotional Learning Guidance</p> <p>Multi-Agency Collaboration</p> <p>Early intervention through external partnerships reduces safeguarding referrals by addressing root causes.</p> <p>EEF Toolkit: Behaviour Interventions</p> <p>SEL Impact on Progress</p> <p>SEL interventions, when paired with consistent assessment, show significant improvements in emotional literacy and resilience.</p> <p>EEF Toolkit: Social and Emotional Learning</p> <p>Whole-School Approach</p> <p>Embedding well-being into school culture, supported by staff training and policies, significantly impacts pupil outcomes.</p> <p>Public Health England: Promoting Children and Young People's Emotional Health</p> <p>Validated Tools and Methods</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>
<p>Providing PP children with opportunities to develop and extend their curriculum access, build cultural capital and SEMH development through experiences, such as accessing additional trips, funded places on swimming etc.</p>	<p>Social and emotional learning Moderate impact for moderate cost, based on extensive evidence.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p> <p>Outdoor adventure learning Moderate impact for moderate cost, based on limited evidence.</p>	<p>4, 5</p>

	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/  https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/	
Access to school's breakfast club and extra-curricular activities to support children's readiness for the school day and	<p>The EEF's revised evaluation of school breakfast clubs shows mixed impacts on pupil outcomes. For KS1 pupils, breakfast clubs contributed to two months of additional progress in reading, writing, and maths, though the security of this finding is now rated as moderate-to-low. For KS2 pupils, the revised analysis indicates no measurable academic impact but highlights improvements in pupil behaviour and attendance. Despite the adjustments, the EEF continues to recommend breakfast clubs for their multiple benefits and advises careful implementation and monitoring by schools. The Impact of Breakfast Club on attainment</p>	4, 5

Total budgeted cost: £ £167,160

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year using national assessment data, internal assessments, and observations. The data highlights that while some gaps between disadvantaged and non-disadvantaged pupils have narrowed, challenges persist in specific areas such as writing attainment and attendance. For example, the gap in reading has reduced to 14%, but writing remains at 23%. Attendance among disadvantaged pupils improved slightly to 95.1% compared to 94% the previous year but remains below the whole school average.

The return to in-person education after COVID-19 disruptions has supported improvements in progress, particularly in reading and maths, where targeted interventions and pupil conferencing have shown positive results. However, gaps in writing remain consistent, and the need for focused support on phonics has been reaffirmed, especially for disadvantaged pupils in KS1. Our SEMH interventions, including Mindfulness Mondays and tailored PSHE lessons, have been particularly effective, with increased participation in these programs contributing to better emotional well-being and classroom engagement.

Based on this analysis, the performance of our disadvantaged pupils partially met expectations, with progress evident in specific areas but continued challenges in closing gaps in writing and attendance. We are currently on course to achieve our intended outcomes by 2026/27, provided we sustain and adapt our targeted approaches.

Key successes from the previous year include effective SEMH practices and progress in narrowing reading gaps. Areas for further focus include closing the gap in writing, improving phonics outcomes, and sustaining attendance improvements. As a result, we have refined our strategy and reallocated resources to strengthen support in writing interventions, expand SEMH programs, and enhance phonics teaching across EYFS and KS1.

Further information (optional)

Additional activity

Our pupil premium strategy is supported by additional activities that are not directly funded by the pupil premium but align with our goals to improve outcomes for disadvantaged pupils. These include:

- **Embedding Effective Feedback Practices:** We continue to refine our approaches to feedback, ensuring it is timely, constructive, and actionable. Research from the EEF highlights that high-quality feedback has a significant impact on pupil progress, particularly for disadvantaged pupils.
- **Enhancing Extracurricular Opportunities:** We offer a wide range of high-quality extracurricular activities, including sports, arts, and academic clubs, designed to improve pupils' wellbeing, behaviour, attendance, and aspirations. These activities focus on developing life skills such as confidence, resilience, and collaboration. Disadvantaged pupils are actively encouraged and supported to participate through targeted invitations and funding for resources where needed.

Planning, Implementation, and Evaluation

In developing our pupil premium strategy, we critically analysed the activities undertaken in previous years to understand their impact. This included a detailed review of data, engagement, and outcomes, as well as a comprehensive **Pupil Premium Review** conducted in collaboration with the local authority to gain external insights.

To identify the challenges faced by disadvantaged pupils at Alderman Richard Hallam Primary, we triangulated evidence from:

- Assessments and book scrutiny to measure academic progress.
- Parent, pupil, and teacher feedback to understand barriers to learning and engagement.
- Attendance, behaviour, and wellbeing data to address wider issues affecting pupils' performance.

Our strategy was informed by evidence-based approaches, drawing on reports and research about the impact of socio-economic disadvantage and the EEF's guidance on effective use of pupil premium funding. We have adopted the EEF's implementation framework, which emphasizes the importance of careful planning, regular monitoring, and flexibility in response to ongoing evaluation.

We have established a robust evaluation framework to monitor and refine our strategy over the three-year period, ensuring that it remains responsive to the needs of our disadvantaged pupils and drives sustained improvement in outcomes.