

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	January 2025
Date on which it will be reviewed	January 2026 January 2027 January 2028
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 PP £182,118 EYPP £4,125
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£167,160

Part A: Pupil premium strategy plan

Context and Information

Alderman Richard Hallam Primary School is the largest primary school in Leicester, serving a diverse and highly varied catchment. While 13% of pupils are eligible for Pupil Premium funding — below the national average — the profile of need within this group reflects layered complexity.

Within our Pupil Premium cohort:

- 4% also have identified SEND needs
- 3.4% are identified as EAL
- 14% joined the school after Reception

Mobility is a significant contextual factor. Across the whole school, approximately 20% of pupils join outside of the standard entry point. This increases in upper Key Stage Two, where on average 40% of pupils were not on roll at Key Stage One. Our data consistently shows that pupils who join mid-phase (non-core pupils) attain and progress less strongly than those who have attended since early years. This mobility impacts curriculum continuity, writing progression, and reading fluency development, and is a particular consideration when analysing attainment gaps.

Although our deprivation index aligns broadly with national averages, the proportion of pupils eligible for Free School Meals is below national. This is often attributable to families working in low-paid employment, frequently shift-based factory work, placing them marginally above eligibility thresholds. As a result, financial vulnerability is not always fully reflected through FSM eligibility alone.

Our intake reflects substantial linguistic diversity. Currently, over 50 languages are spoken across the school community. While our proportion of EAL pupils is below the Leicester locality average, pupils arrive with a wide range of English language starting points. This variation contributes to differing levels of vocabulary acquisition and oral language development on entry, particularly in Early Years.

The safeguarding profile of the local area is equally complex. Concerns most commonly relate to neglect, domestic violence, parental mental health, and substance misuse. There are also contextual safeguarding considerations linked to both Islamist and far-right extremist influences within the wider community. These factors shape the lived experiences of some of our disadvantaged pupils and influence attendance, emotional regulation, and readiness to learn.

In combination, this creates classes that reflect significant diversity of background, financial circumstance, linguistic starting points, and lived experience. While this diversity presents strategic challenges — particularly in maintaining curriculum continuity, writing progression, and attendance stability — it also represents a core strength of the school. Pupils demonstrate high levels of acceptance, cultural awareness, and collaboration, which are actively nurtured through our curriculum and ethos.

Understanding this contextual complexity is critical in interpreting pupil premium impact. Although the proportion of pupils eligible for funding is comparatively low, the interaction between mobility, safeguarding vulnerability, economic fragility, and linguistic diversity

creates a nuanced picture of disadvantage that informs our strategic priorities.

Statement of intent

At Alderman Richard Hallam Primary School, our intention is that all pupils, regardless of background, mobility, language starting point or lived experience, leave us as confident, articulate and resilient learners who are well prepared for the next stage of their education. While the proportion of pupils eligible for Pupil Premium funding is below national averages, our contextual analysis demonstrates that disadvantage within our school is layered and nuanced. Mobility, linguistic diversity, financial vulnerability that is not always captured through FSM eligibility, and safeguarding complexities all interact to influence attainment and progress.

Our strategy is therefore rooted in a precise understanding of need rather than headline percentages.

Analysis of internal and statutory data shows that early reading outcomes have strengthened over time, particularly in Reception and Key Stage One. However, writing attainment, especially in lower Key Stage Two, remains the most significant contributor to the attainment gap. Transcription fluency, vocabulary breadth, writing stamina and curriculum continuity for pupils who join mid-phase are key factors. Attendance, while improving, continues to disproportionately affect a small group of disadvantaged pupils and impacts cumulative progress over time.

Our Pupil Premium Strategy is built on three core principles:

1. High-quality teaching as the primary lever for improvement

We prioritise evidence-informed professional development to strengthen adaptive teaching, explicit vocabulary instruction, structured writing approaches and precise assessment. Quality-first teaching remains the most powerful mechanism for reducing disadvantage.

2. Targeted, time-bound academic intervention

Where gaps are identified, structured interventions are delivered with clear entry and exit criteria, measurable outcomes and regular review. Support is additional to classroom provision and closely aligned with curriculum content.

3. Removing wider barriers to learning

We recognise that attendance, safeguarding vulnerability, emotional regulation and family circumstances can compound academic gaps. Our strategy therefore integrates attendance systems, trauma-informed practice, parental engagement and enrichment opportunities to ensure pupils are ready to learn and able to sustain progress.

Given our high mobility rates, particularly in upper Key Stage Two, curriculum coherence and rapid integration for new pupils are essential strategic priorities. Ensuring that disadvantaged pupils who join mid-phase can quickly access prior learning, particularly in writing and reading comprehension, is central to closing attainment gaps.

Over the three-year period, our focus is to:

- Secure sustained improvements in writing attainment, with particular emphasis on transcription fluency and composition in Key Stage Two.
- Embed vocabulary-rich teaching across all subjects to strengthen oral language and written expression.
- Maintain strong phonics and early reading foundations while improving reading fluency and comprehension depth in Key Stage Two.
- Further reduce attendance gaps and persistent absence among disadvantaged pupils.
- Strengthen emotional literacy and regulation to support engagement and classroom readiness.

This strategy is dynamic and responsive. We use on-going assessment, book scrutiny, attendance tracking, safeguarding analysis and pupil voice to evaluate impact and refine our approach. Activities are informed by the Education Endowment Foundation's implementation guidance and are reviewed regularly to ensure funding is directed toward strategies that demonstrably improve outcomes.

Ultimately, our aim is not only to narrow attainment gaps, but to ensure that disadvantaged pupils experience a coherent, ambitious curriculum that equips them with the knowledge, vocabulary, confidence and cultural capital to succeed beyond primary education.

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
2	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. 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. 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.
3	Internal assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. 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>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>Attendance data over time indicates that disadvantaged pupils continue to experience lower attendance than their non-disadvantaged peers, although the gap is narrowing.</p> <p>Current Academic Year (2025–26 (Autumn Term)) Pupil Premium: 93.7% Non-Pupil Premium: 94.8% Gap: 1.1%</p> <p>Current Academic Year (2024–25) Pupil Premium: 93.9% Non-Pupil Premium: 95.2% Gap: 1.3%</p> <p>Previous Academic Year (2023–24) Pupil Premium: 92.3% Whole School: 93.2% Gap: 0.9%</p> <p>2022–23 Pupil Premium: 91.3% Whole School: 93.3% Gap: 2%</p> <p>2021–22 Pupil Premium: 92.1% Whole School: 93.1%</p>

	<p>Gap: 1%</p> <p>This demonstrates a longer-term improvement trend, with overall attendance for disadvantaged pupils rising and the gap narrowing compared to 2022–23. However, a 1.3% gap remains in the current academic year.</p> <p>Analysis shows:</p> <ul style="list-style-type: none"> • Persistent absence remains disproportionately represented within a small group of disadvantaged pupils. • Unauthorised absence and lateness are more common within the Pupil Premium cohort. • Illness and late arrival are the most frequent reported reasons for absence. • Attendance vulnerability is closely linked to safeguarding, financial instability and parental shift work. • While overall attendance has improved, reducing persistent absence and closing the attendance gap to below 0.5% remains a key strategic priority.
--	---

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>Use of vocabulary and Oral Language Assessments will improve alongside extended writing and comprehension skills by July 2028.</p>
Improved reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes in 2027/28 show that disadvantaged pupils meet the expected standard and are in line with National</p> <p>Improved reading records for disadvantaged pupils at home, with at least 80% regularly reading with an adult by 2027/28.</p> <p>On-going 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 Pupil Premium pupils will meet national standards</p> <p>The writing attainment gap between disadvantaged and non-</p>

	<p>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> <p>The overall attendance rate for disadvantaged pupils is at least 95% by 2027/28.</p>





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

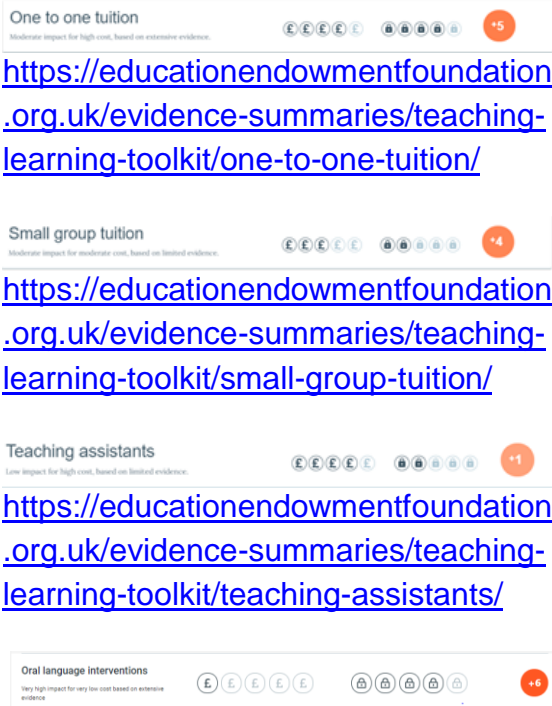
Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff to ensure assessments are interpreted and administered correctly.	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1, 2, 3, 4
Embedding oracy 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.	<p>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:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1, 2, 3

<p>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.</p>	<p>Collaborative learning Moderate impact for very low cost, based on extensive evidence.  +5</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/</p> <p>Feedback High impact for very low cost, based on moderate evidence.  +8</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</p> <p>Metacognition and self-regulation High impact for very low cost, based on extensive evidence.  +7</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p> <p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence.  +6</p>	<p>1, 2, 3</p>
<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>	<p>1, 2, 3</p>
<p>Improve the quality of social and emotional learning.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved</p>	<p>4, 5</p>

<p>Emotional Literacy approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF</p>	
--	---	--

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

Budgeted cost: **£65000**

Activity	Evidence that supports this approach	Challenge number(s) 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 and cost, a visual evidence rating (represented by a row of 10 circles, some filled and some empty), and a red circle with a number indicating the quality of evidence. The interventions shown are:</p> <ul style="list-style-type: none"> One to one tuition: Moderate impact for high cost, based on extensive evidence. Rating: 5 (5 filled circles). Small group tuition: Moderate impact for moderate cost, based on limited evidence. Rating: 4 (4 filled circles). Teaching assistants: Low impact for high cost, based on limited evidence. Rating: 1 (1 filled circle). Oral language interventions: Very high impact for very low cost based on extensive evidence. Rating: 6 (6 filled circles). <p>Each summary is followed by a blue hyperlink to the full evidence summary on the EEF website.</p>	<p>1, 2, 3, 4</p>
<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>	<p>1, 2, 3</p>

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
<p>We will hold regular student voice sessions and train staff to observe and record well-being indicators during lessons and playtimes. Targeted Emotional Literacy interventions 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 Emotional Literacy 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 Implementation</p> <p>Regular surveys and qualitative data collection allow schools to tailor interventions effectively.</p> <p>EEF Guidance on Using Assessment Social and Emotional Learning (SEL)</p> <p>Targeted Emotional Literacy 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 Emotional Literacy Impact on Progress</p> <p>Emotional Literacy 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</p>	4, 5

	<p>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>	
Contingency fund for acute issues.	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.	All
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>Social and emotional learning Moderate impact for moderate cost, based on extensive evidence.  +4</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.  +4</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</p> <p>Sports participation Low impact for moderate cost based on limited evidence.  +2</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/</p>	4, 5
Access to school's breakfast club and extra-curricular activities to support children's readiness for the school day and beyond	<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

Although the proportion of pupils eligible for Pupil Premium funding remains below the national average, disadvantage within the school is layered and complex. A significant proportion of pupils speak English as an Additional Language, and pupil mobility remains a factor, particularly in upper Key Stage Two where a notable percentage of pupils did not attend the school in Key Stage One.

These contextual factors influence curriculum continuity, vocabulary development and cumulative skill progression, particularly for disadvantaged pupils.

Early Foundations

Early literacy outcomes demonstrate strong foundations for disadvantaged pupils. Reception baseline data showed disadvantaged pupils broadly in line with their peers on entry.

Pupil Premium eligible students:

- Baseline (around start of term): 75.0% on track (OT)
- Autumn data (up to now): 75.0% on track (OT)

All pupils:

- Baseline (around start of term): 78.5% on track (OT)
- Autumn data (up to now): 81.0% on track (OT)

By the end of Reception, disadvantaged pupils demonstrated accelerated progress in early reading, with a higher proportion working at age-related expectations than their non-disadvantaged peers.

Year 1 phonics outcomes have remained broadly in line with national disadvantaged averages, confirming that systematic phonics teaching and early intervention are effective. Disadvantaged pupils are therefore entering Key Stage Two with secure decoding skills.

The strategic focus has consequently shifted from phonics acquisition to reading fluency, vocabulary breadth and comprehension depth.

Key Stage Two Attainment

Reading

Over the past three years, reading attainment for disadvantaged pupils has remained broadly in line with national disadvantaged averages. While there has been some

cohort variation in the most recent year, the three-year trend demonstrates sustained stability.

Progress measures indicate that disadvantaged pupils make broadly comparable progress to their peers across the phase. This suggests that curriculum structures and targeted intervention are supporting reading development effectively.

The priority moving forward is to further strengthen inference skills, disciplinary vocabulary and reading stamina to ensure early decoding gains translate into depth at the expected and higher standards.

Writing

Writing remains the area with the greatest opportunity for improvement.

Statutory data shows that disadvantaged pupils' attainment is not yet in line with national disadvantaged averages. However, whilst in-school gaps between disadvantaged and non-disadvantaged pupils persist, internal data is showing that progress is being made and closing the gap between is taking place, particularly in the proportion achieving secure or greater depth outcomes.

Cohort analysis indicates that:

- Gaps widen slightly in lower Key Stage Two before narrowing in Year 6.
- Mobility and mid-phase joining impact cumulative writing progression.
- Vocabulary depth and transcription fluency influence composition quality.

Although disadvantaged pupils are not performing significantly below national disadvantaged figures, writing will continue to be a strategic priority to secure stronger depth and consistency across lower Key Stage 2.

Mathematics

Mathematics represents a relative strength for disadvantaged pupils.

Three-year trends show disadvantaged attainment broadly in line with or above national disadvantaged averages. Recent cohorts demonstrate evidence of narrowing gaps within the school.

Strong curriculum sequencing, structured reasoning opportunities and targeted intervention appear to be sustaining positive outcomes in mathematics.

Grammar, Punctuation and Spelling (EGPS)

Outcomes in EGPS remain secure and broadly in line with national disadvantaged

averages. This suggests that disadvantaged pupils have strong grammatical knowledge and language understanding, providing a solid foundation for further writing development.

Attendance and Behaviour

Attendance for disadvantaged pupils has improved over the past three years, with a narrowing trend in the attendance gap when compared to non-disadvantaged pupils.

While attendance remains slightly below whole-school averages, overall figures compare favourably with national trends and reflect sustained improvement following.

Suspension rates for disadvantaged pupils remain low and below national averages. There is no evidence of disproportionate exclusion patterns. Behaviour systems and inclusive practices remain secure.

Persistent absence continues to be concentrated within a small number of disadvantaged pupils where attendance vulnerability intersects with wider safeguarding and family factors. Targeted intervention remains in place for these pupils.

Overall Evaluation of Impact

The previous year's strategy has:

- Secured strong early reading foundations for disadvantaged pupils.
- Maintained reading and writing attainment broadly in line with national disadvantaged averages.
- Demonstrated relative strength in mathematics and EGPS outcomes.
- Sustained low suspension rates.
- Continued to narrow attendance gaps over time.

The data does not indicate systemic underperformance for disadvantaged pupils. Instead, it highlights areas where progress, particularly in writing depth, sustained reading comprehension and reducing persistent absence for a small group, will continue to accelerate progress further.

The revised strategy therefore builds on secure foundations while sharpening focus on precision improvement, curriculum coherence and rapid integration for disadvantaged pupils who join mid-phase.

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

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 on-going 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.