

# Pupil premium strategy statement

## School Context

Allerton Bywater is a two-form entry primary school with a 78-place nursery and is part of the Brigshaw Learning Academy. The school is located in East Leeds, West Yorkshire. We pride ourselves on the continual improvements we are making to our provision and to our standards.

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the academic year 2025 to 2026.

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	Allerton Bywater Primary School
Number of pupils in school	412
Proportion (%) of pupil premium eligible pupils	23%
Academic years that our current pupil premium strategy plan covers	2024-27
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025 October 2026 October 2027
Statement authorised by	Sarah Scotland
Pupil premium lead	Sarah Thomas
Governor / Trustee lead	Catherine Thorpe

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,364
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<p><b>Total budget for this academic year</b></p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	£115,364

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the common barriers to learning faced by vulnerable pupils, as identified by the EEF, such as weak language and communication skills, less support at home, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from succeeding. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

All teaching staff are involved in the analysis of data and early identification of student's strengths and weaknesses enabling them to set up early interventions.

### Key Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure staff have CPD linked to the identified needs of our pupils.
- We recognise wellbeing and mental health of our children is equally as important as raising attainment so our priorities are centered around meeting the needs of the whole child.

### Objective

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils within school over the next three years.
- For all disadvantaged pupils in school to meet or exceed national expected progress rates at the end of year 6, therefore being secondary ready.
- To continue to reduce the absences and lates of our vulnerable pupils through continued close monitoring and swift action to support the families.

- To raise the expectations and aspirations of both these pupils and their families.

## Challenges

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

Challenge number	Detail of challenge
1	Weak language and Communication Skills
2	Low attainment on entry to Early Years Foundation Stage in all areas.
3	Punctuality and attendance issues
4	More frequent behavioural issues as evidenced through our Cpoms monitoring
5	Parental engagement
6	Lower opportunities for enrichment outside of school such as clubs, family trips impacting on experience and vocabulary.

## 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
Progress in Reading	Achieve above national average progress scores in KS2 Reading
Progress in Writing	Achieve above national average progress scores in KS2 Writing
Progress in Maths	Achieve above national average progress scores in KS2 Maths
Phonics	Achieve above national average progress scores in PSC
Attendance	Ensure attendance of disadvantaged pupils in above 96%

## 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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Improving whole school focus on raising attainment for PP children by improving monitoring and intervention (Phonics, reading, writing and Maths).</i></p>	<p>Assistant Head Teacher to be Pupil Premium Champion for school and phase leaders supporting PP monitoring and interventions.</p> <p>In depth monitoring of PP outcomes in year groups including provision mapping of PP experiences and support given in school.</p> <p>Coaching and supporting teachers and support staff with teaching and learning strategies to continue to raise attainment.</p> <p>Interventions targeted to support accelerated learning.</p> <p><i>EEF Making Best Use of Teaching Assistants Guidance Report: Recommendations 2,3 &amp; 4</i></p> <p><i>EEF Improving Literacy in KS1 (2020) &amp; KS2 (2017) Guidance Reports: Recommendations 1-8</i></p> <p><i>EEF Improving Mathematics in EYFS &amp; KS1 (2020) and KS2 &amp; 3 (2017): Recommendations 1-7</i></p>	<p>1,2,3,4</p>
<p>Speech and Language Therapist</p> <p>SENCO- additional time</p>	<p>Speech and Language Therapists work with staff to identify children with weak communication and language skills. The therapist writes and delivers a bespoke programme and trains the TA's to deliver this work. Parents are invited into these sessions to support them support their child.</p>	<p>1,2,4</p>
<p>Staff CPD</p> <p>Primary School Improvement Leads (4 days a week)</p>	<p>High quality staff CPD is essential to follow the EEF principles. Staff meetings and inset days are carefully planned linked to school priorities and identified staff training needs.</p> <p>Coaching and supporting all staff with teaching and learning strategies will continue to raise attainment.</p>	<p>1,2,3,4</p>

Trust Maths support two days a week	Math teaching across school supported through observations and interventions. The Maths lead works closely with the Trust Primary Improvement Lead for Maths developing Math teaching across school.	3
Purchase of RWI scheme to secure stronger phonics teaching to all pupils.	RWI scheme and resources purchased. RWI approach has a strong evidence base that indicates a positive impact on the accuracy of word reading through explicit and systematic teaching. This supports children to make connections between the sound patterns and the way we write words.  School staff trained to deliver RWI. RWI leader released daily for coaching.	1,2,4
Pastoral Team and Cluster Support Thrive leader Interventions to support emotional literacy, emotional wellbeing and self-regulation.	The pastoral team support children and families social and emotional wellbeing and signpost families to additional support.  <i>EEF Improving Social and Emotional Learning in Primary Schools Guidance Report (2021): Recommendations 1-6</i>	5

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Times Table Rockstars  Spelling Shed	These platforms are used within school so the pupils are familiar with them already. We encourage pupils to use them at home to support the learning happening in school.	1,2,3
Interventions and Teaching and Learning Support Phonics, reading, writing and math.	Pupil Premium children are prioritised for same day interventions (pre-teaching and consolidation).  <i>EEF Making Best Use of Teaching Assistants Guidance Report: Recommendations 2,3,4,5&amp;6</i>	1,2,3,4
Additional Maths Resources purchased to support concrete use for pupils in class	Additional Maths resources enables more pupils to develop independence in Maths lessons. Concrete, pictorial and abstract approach is utilised to fully	3

(concrete, pictorial and abstract method used).	embed pupils understanding of number and calculation as a priority.	
Equal or prioritised access to online learning and devices and platforms.	PP children can continue to learn if isolating at home.	1,3,5
EYFS Resourcing and funding	New resources purchased for EYFS to ensure they could meet the needs of the new curriculum.  15-hour funding available for PP children who would benefit from a 30-hour place.	1,2,3,4
Intensive swimming	All pupils in yr5 who haven't achieved 25m's are invited to attend intensive weekly swimming lessons. A large proportion of these children are identified as our vulnerable children.	6

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

Budgeted cost: £15,364

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Team To support children and families.	The pastoral team monitor the attendance and support families struggling with attendance issues. This is when necessary referred onto the Cluster support team. Attendance is regularly reported to governors.  <i>EEF Working with Parents to Support Children's Learning (2018): Recommendations 1-4</i>	3,4,5,6
Cluster Services	Cluster services offers support to our families for parenting skills, therapeutic counselling and financial support.	
Lunchtime Support	Lunchtime PE coaches are employed to enhance lunchtime provision.	
Safeguarding	Safeguarding training for the Pastoral team enables all the team to support the families and signpost them to the support available.	

PSHE focus on self-regulation	Thrive and Pastoral team work with staff to support children' self-regulation skills.	4
Subsidised Trips and residentials for all identified vulnerable families.	Pupils benefit form cultural capital enrichment activities such as school trips and residentials. Full funding is available to PP families to subsidise these experiences.	1,2,3,5
Music lessons Yr4 Ukuleles Singing lessons	Every child has the right to learn to play an instrument Yr4 Ukuleles Guitar and Clairnet lessons Yr3 Recorder lessons	1,6
Fairshare food – provides weekly food parcels for our vulnerable families	All families are invited to collect food from our weekly deliveries.	5,6

**Total budgeted cost: £115,364**

## 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
Speech and Language	Yorkshire Speechie
X Tables Rockstars	TT Rockstars
Spelling Shed	Spelling Shed
Leeds United Football Coaching	Leeds United
Dance	Castleford Tigers
Guitars, Singing, Ukuleles	Artsforms Leeds
Food Parcels	Fairshare Leeds
RWI	Ruth Miskin Trainers

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Quality first teaching supported by instructional coaching with teachers given release time to observe outstanding teachers across our Trust.
- The training we have selected will focus on the training needs identified through the online toolkit.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.
- Use the You, Me, PSHE curriculum to support children with their emotional literacy and wellbeing.
- Experiences planned to develop Cultural Capital.

### **Planning, implementation, and evaluation**

In evaluating our strategy, we looked at current research and the [EEF's implementation guidance](#). We recognise our strategy had not had the impact we wanted and so have taken steps to close the gaps through triangulating evidence from data, lesson observations, book scrutiny, speaking with children and parents about the challenges they face and developing a Trust wide Communities of Practice to support or community.

Reading reports and research about the challenges faced daily by disadvantaged families we will continue to evaluate and adjust our provision and plan to secure better outcomes for all our disadvantaged pupils.

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Internal data has been used to evaluate impact and this has been shared with governors and the Brigshaw Trust. The data has been removed prior to publishing.

This details the impact that our pupil premium activity had on pupils in the 2024 to 2027 academic year.

Attainment in KS2 this year;

Scaled scores for Pupil Premium children: Reading 104.1, Writing 101.5, Maths 106.5  
SPAG 105.5

Progress for disadvantaged pupils is now: Maths +4.6 Reading +1.2, Writing +3.3,  
SPAG +3.6

Our focus on developing quality first teaching for all children has proven to be the right approach. Developing a Coaching Culture has been key to upskilling all staff. Having a spotlight on word awareness, subject specific vocabulary and stem sentences has started to address our children's vocab gaps. This is evidenced through our writing data. Our focus now will be to accelerate progress and diminish the difference in writing through maintaining our emphasis on vocabulary across the curriculum and continue to develop our writing spine across all years.

Internal data suggests that pupil premium children across school make good progress. 45% of the PP children passed the yr1 phonics screening. Of the pupil premium children, 55% are on the SEND register. Targeted interventions are in place for the children who didn't pass and for the yr1 children taking the tests this year. We will continue to improve the outcomes through quality teaching, assessments and focussed interventions.

Our aim at Allerton Bywater is for all pupils, whatever their needs and starting points, to attain well, and we recognise many of our non-pupil premium pupils also need extra support. Our internal assessment during 2024/25 suggests that the performance of our disadvantaged pupils was lower than our non-pp pupils. Small group and one-to-one interventions have been targeted at PP children who didn't meet their aspirational targets; these are delivered by experienced teachers, tutors and SLT members.

Overall attendance in 2024/25 stayed the same as last year at 92% (National 91%), but still lower than in the years prior to the pandemic, which is why attendance is a focus of our current plan.

Our children's all-round wellbeing is a priority at Allerton Bywater. We have a committed pastoral team who develop close relationships with children and families. Sixty-seven disadvantaged pupils accessed support from our pastoral team through Nurture groups, Guidance and Support, Family Support work, Counselling, Fair Share, help with uniform etc This accounts for almost 62% of our PP children in school. All staff want families to feel they belong at our school and spend time building those vital relationships. We have trained staff to support with mental health and have a Thrive team to support with emotional development.