

Pupil premium strategy statement – Alban City School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	379
Proportion (%) of pupil premium eligible pupils	11% (42 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2026 - 2029
Date this statement was published	14.05.2026
Date on which it will be reviewed	May 2027
Statement authorised by	Gilly Stray
Pupil premium lead	Layla Aitbenmoussa
Governor / Trustee lead	Gavin Baylis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,315
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£61,315

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their backgrounds or particular challenges, are happy at school, enjoy good mental health and wellbeing and make good progress leading to high attainment. Our Pupil Premium strategy aims to support all disadvantaged children to achieve that goal in their unique ways.

In conjunction with robust diagnostic assessment, we seek the views of pupils, parents and teachers to inform our strategic priorities. We aim to ensure that children make good progress irrespective of their background or the challenges they face.

Our main challenge is raising attainment for our disadvantaged and vulnerable pupils, many of whom also have additional SEND needs (43%). In line with our SEND Strategy, high-quality teaching is our core approach. To support good progress, our Pupil Premium strategy aims to provide targeted support and timely, evidence-based intervention.

Our key principles:

- Individualised approach based on robust assessment, identification of need, timely evidence-backed intervention and monitoring of impact
- Whole-school approach where all members of staff have high expectations for all children and understand their role in improving outcomes for our vulnerable and disadvantaged pupils
- Academic attainment is dependent on good executive functioning and the ability to self regulate

Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress of pupils eligible for PP funding is not in line with non-PP pupils for reading and writing. Understanding and supporting the

	individual needs of each of our underserved children is key to ensure they make the best possible progress and the attainment gap is narrowed.
2	Our attendance data shows that the attendance of pupils eligible for PP funding is 4.7% lower than non-PP eligible children. For children with persistent absence, the gap widens to 33%. Throughout the year this equates to a significant amount of learning missed.
3	Teacher observations identify that children's oracy and vocabulary skills are under-developed which then impacts on their ability to access the curriculum. Previous data has shown that our PP-eligible children's vocabulary is below standardised age-related norms.
4	Teacher observation, parental comments and pupil voice tells us that pupils across the school have under-developed self-regulation skills and executive functioning skills. This can mean that adult time is taken up in dealing with the consequences of these under-developed skills when it could be better used to support children's learning. This is having a greater impact on those already disadvantaged.
5	Many underserved pupils cannot access paid curricular and extra-curricular activities provided by the school, outside agencies or experience wider life opportunities, without support from 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
Academic attainment for vulnerable and disadvantaged children will improve.	The attainment gap in reading, writing and maths between pupils eligible for PP funding and non-PP eligible pupils will be reduced (July 26 Reading -35, Writing -34, Maths -34)
Pupils eligible for PP funding will have improved attendance and reduced levels of persistent absence.	Gap in attendance data for our pupils eligible for PP funding compared to non-PP pupils will be narrowed (July 26 whole school attendance gap -4.5, PA gap -30.4%)
The school will develop a sustainable strategic approach to the teaching of oracy and vocabulary.	The teaching of oracy skills will be implemented and embedded across the school through an oracy curriculum.
Children's self-regulation and executive skill functioning will develop through a whole-school approach.	There will be a reduction in incidents relating to poor self-regulation.
Pupils eligible for PP funding will participate in a range of enrichment experiences to ensure participation at the same level as their peers.	All children eligible for PP funding will attend at least 1 club per term. No child will miss out on trips or enrichment activities due to financial circumstances.

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: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils	Research by the EEF, Sutton Trust and John Hattie consistently demonstrates that high quality teaching has the greatest impact on increasing progress for disadvantaged pupils. While good teaching benefits all students, it has a disproportionately positive impact on disadvantaged pupils.	1
Deployment of Pupil Premium Lead to ensure consistent implementation of PP strategy and monitoring of impact	The Education Endowment Foundation (EEF) <i>School's Guide to Implementation</i> highlights that educational strategies fail most frequently due to weak delivery and lack of oversight rather than flawed intent. Allocating leadership capacity through a dedicated Pupil Premium Lead is an investment in quality assurance and implementation fidelity.	All

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

Budgeted cost: £34,511

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group maths tuition	Evidence shows that one to one or small group tuition that is aligned with class teaching can be very effective at	1

	improving outcomes. (EEF teaching and learning toolkit)	1
Purchase subscription to Accelerated Reader	EEF Improving Literacy in KS1 and 2	1
TAs listen to children read 3x per week	EEF Improving Literacy in KS1 and 2	1
Purchase reading comprehension workbooks for small group tuition	EEF teaching and learning toolkit	1
Purchase whole-school licence for Literacy Gold	To improve reading age, fluency and comprehension	1
Purchase individual licences for 123 Maths	To target specific gaps identified through diagnostic tests	1
Purchase subscription to TES Provision Map tracker to monitor and evaluate impact of interventions	Robust tracking, monitoring and evaluation targeted interventions	1
Teaching Assistant support in classrooms and deliver targeted interventions	EEF teaching and learning toolkit	1
NELI intervention for language development	EEF Promising Programmes +3 months	3

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

Budgeted cost: £19,304

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted deployment of family support worker,	Parental and pupil voice is extremely positive. The demand for this support	1,2,4

counsellor and pupil mentor	continues to grow and builds capacity to tackle a range of issues rapidly within school at the point of need. As part of a wider solution, these services have historically demonstrated that they improve wellbeing outcomes for children. EEF Teaching and Learning Toolkit https://link.springer.com/article/10.1007/s00787-021-01802-w	
Fund at least 1 extra-curricular club per pupil. Contribute or fully fund the cost of music lessons, trips and enrichment activities where a pupil would otherwise not be able to participate due to cost.	EEF Teaching and Learning Toolkit https://www.anewdirection.org.uk/blog/using-pupil-premium-to-enrich-cultural-education	2, 4, 5
Targeted deployment of attendance lead to promote good attendance at school and provide bespoke support to families	https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4	2
Purchase subscription to The Good Morning Club	Teach and support executive function and self-regulation strategies EEF Teaching and Learning Toolkit	4

Total budgeted cost: £61,315

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year.

- **Academic attainment for vulnerable and disadvantaged children will improve.**

Data shows all children in receipt of PP funding in Years 1-6 (42 children)

	Reading		Writing		Maths	
	Autumn	Summer	Autumn	Summer	Autumn	Summer
Children achieving age related expectations or above	46%	45%	41%	41%	48%	46%
Children exceeding age related expectations	3%	14%	0%	5%	0%	12%

Data shows children in receipt of PP funding who do not have SEND in Years 1-6 (22 children)

	Reading		Writing		Maths	
	Autumn	Summer	Autumn	Summer	Autumn	Summer
Children achieving age related expectations or above	62%	73%	58%	73%	65%	73%
Children exceeding age related expectations	0%	23%	0%	9%	0%	23%

- **Pupils eligible for PP funding will have improved attendance and reduced levels of persistent absence.**

The deputy head is our attendance lead. She monitored attendance closely and worked with families to support their unique circumstances and barriers to attendance. In the 23/24 academic year the attendance of children in receipt of PP funding was 91.2% with 8 children persistently absent but in 24/25 this improved to 93.7% with 5 children persistently absent.

- **The school will develop a sustainable strategic approach to the teaching of oracy and vocabulary.**

Due to staff capacity issues that were unforeseen at the start of the year, this objective was rolled forward to the SDP for 2025-26.

- **Disadvantaged or vulnerable pupils will participate in a range of enrichment experiences to ensure participation at the same level as their peers.**

All trips and extra-curricular opportunities were funded in full for pupils in receipt of PP funding. Some parents opted for their children to receive individual music or drama tuition that was fully funded. Monitoring of extra-curricular club registers identified a good uptake and children in receipt of PP funding were prioritised for places if clubs were oversubscribed. PTA events were offered free of charge for these to ensure opportunities were available for all children.

- **Children's self-regulation and executive skill functioning will develop through a whole-school approach.**

The FEEL-IT programme was successfully introduced across the school, and children received a weekly lesson where a new emotional literacy term was introduced and explored. However, pupil voice about the programme from the children in Y5 and 6 was less positive than the younger years because they felt the programme was aimed at younger children. This programme will be replaced in Sept 2026 with The Good Morning Club which has a much greater range of resources aimed at different age groups.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
FEEL-IT	Happy Confident Company