

Pupil premium strategy statement – Prince Albert Primary School – 25/26

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	721
Proportion (%) of pupil premium eligible pupils	53.26
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)	2025-26 (Year 2 of 3)
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Matthew Douglas
Pupil premium lead	Thomas Taylor
Governor / Trustee lead	Jon Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£546,006.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£21,006.40
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>	£567,072.40

Part A: Pupil premium strategy plan

Statement of intent

At Prince Albert Primary School, we believe that a happy child is a successful one. We aim to ensure that every child leaves us as a well-rounded, confident and responsible individuals who aspires to achieve their full potential.

We aim to do this through creating a school environment which is not only positive, safe and stimulating, but also promotes the importance of respect and inclusion. Our broad and balanced curriculum provides the foundations for lifelong learning by developing creative, resilient, aspirational learners ready to meet the challenges of today and tomorrow. We intend to equip our pupils with the skills and mindset to thrive and then take on the world.

All of our staff and academy committee representatives accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. The targeted and strategic use of pupil premium and recovery premium funding will support us in achieving our vision.

For disadvantage pupils the challenges faced in achieving these aims are greater. We look to the best evidence available when making decisions about using pupil premium funding to overcome challenges. The challenges are varied and there is no 'one size fits all', so we provide a varied range of support for our pupils depending on the need.

Pupil premium funding enables us to provide additional educational support to improve progress and raise the attainment of pupils in receipt of pupil premium as well as narrowing any gaps between these pupils and those who are not in receipt of pupils premium funding.

Pupil premium funding also enables the school to address wider issues that may be a barrier to academic achievement for example, through the use of pastoral support.

We also recognise that not all pupils receiving pupil premium funding face the same levels of disadvantage and that many pupils who experience disadvantage are not in receipt of pupil premium funding. There are a number of other, additional ways in which the school may identify a child as being disadvantaged or in need of additional support in their social, pastoral or academic school life and the school takes seriously its duty of care to all pupils where this may apply.

We recognise that we therefore have a responsibility to all pupils to support them to achieve their potential at school, irrespective of whether or not they may be classed, by receipt of pupil premium, as disadvantaged or not.

Challenges

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

Challenge number	Detail of challenge
1	There are a high number of children that require additional support in their learning, particularly in the first instance, core subjects.
2	A number of staff are new to year group and there are five teachers in their first two years of teaching.
3	There are a number of children facing barriers to their learning, including children with complex needs. Demand for mentoring is very high. A greater number of families are facing financial hardship and have dealt with extremely difficult personal, emotional challenges. Parents are increasingly reliant on school for high levels of pastoral support.
4	Levels of persistent absence and children who are late to school are currently high.

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
Improve outcomes against ARE in all year groups in Writing.	Increase Age Related Expectations compared to 25/26
Narrow the gap between disadvantaged and other pupils in KS2 outcomes in writing and maths	Attainment gap is narrowed for disadvantaged pupils.
Increase % of disadvantaged pupils achieving GDS in writing/maths and combined at the end of KS2.	Increased % of disadvantaged pupils achieving Greater Depth Standard and combined.
Narrow the gap between disadvantaged pupils and other pupils in Y1 phonics and Y2 retakes.	Gap for disadvantaged pupils in Y1 phonics and Y2 retakes is narrowed.
Increased attendance at extra-curricular clubs and Wrap Around Care provision.	Increased % of pupils attending extra-curricular clubs and Wrap Around Care provision.
Improve attendance for disadvantaged pupils across school so that it is in line with national for all pupils 96%	Attendance at National Average.

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: **£224,481.12**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure high-quality first teaching in Reading, Phonics, Writing and Mathematics. To develop the practise of ECTs/new to YG staff in these areas.	(EEF – preparing for Literacy) (EEF – Reading Comprehension strategies) (EEF - Mathematics EYFS, Y1 and Y2 – developing practitioners’ understanding of how children learn Maths; integrate Maths throughout the day)	1, 2
To continue to deliver a well-planned non-core curriculum which supports progress and attainment for all disadvantaged pupils. Ensure subject leaders receive the training to impart subject knowledge to teachers and refine non-core curriculum. Develop practise of ECTs using specialists e.g. PE.	(Creating a culturally rich curriculum)	1, 2
Alternative curriculum for disadvantaged pupils that cannot access full-time mainstream learning. To seek support from specialist agencies such as EP.	(EEF – Special Educational Needs in Mainstream Schools)	3
To ensure teaching staff have appropriate SEND training and Inclusion Team receive specialist training.	(EEF – Special Educational Needs in Mainstream Schools)	3
To ensure disadvantaged pupils have access to a range of extra-curricular activities, trips and experiences.	(EEF – The EEF guide to the Pupil Premium)	4

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

Budgeted cost: **£223,010.34**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide targeted interventions and additional support for identified children in Reading and/or Phonics. To further develop support staff's impact in delivering high-quality Reading and/or Phonics Interventions. To provide related resources and materials which will enable pupils to catch up and keep up.	(EEF – The EEF guide to the Pupil Premium)	1, 2
To provide targeted interventions and additional support for identified children in Writing. To further develop support staff's impact in delivering high-quality Writing interventions. To provide related resources and materials which will enable pupils to catch up and keep up.	(EEF – The EEF guide to the Pupil Premium)	1, 2
To provide targeted interventions and additional support for identified children in maths. To further develop support staff's impact in delivering high-quality maths interventions. To provide related resources and materials which will enable pupils to catch up and keep up.	(EEF – The EEF guide to the Pupil Premium)	1, 2

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

Budgeted cost: £119,126.18

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide mentoring and pastoral support, as well as support for staff, to develop effective learning behaviours in pupils and overcome barriers to learning. To continue to develop restorative practice across school.	(EEF – Improving behaviour in schools) (EEF – Learning behaviours)	3
To ensure that attendance is improving with persistent absence addressed so that it decreases and the school's overall attendance improves. Identify pupils with low attendance to receive additional learning sessions.	(EEF – Working with parents to support learning) (EEF – The EEF guide to the Pupil Premium) (EEF – Evidence brief for improving attendance of disadvantaged pupils)	3, 4
To minimise the frequency of lateness to schools for disadvantaged pupils.	(EEF – Working with parents to support learning) (EEF – Evidence brief for improving attendance of disadvantaged pupils)	4

Total budgeted cost: £567,072.40

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Aim	Outcome	
Improve outcomes against ARE in all year groups in Writing.	2024 (disadvantaged data) Y6 – 57% Y5 – 80% Y4 – 73% Y3 – 65% Y2 – 74% Y1 – 66%	2025 (disadvantaged data) Y6 – 77% Y5 – 67% Y4 – 73% Y3 – 77% Y2 – 71% Y1 – 76%
	Reception PP – 72% Non-PP – 71%	
Narrow the gap between disadvantaged and other pupils in KS2 outcomes in writing and maths.	Maths 2024 – 88% 2025 – 81% Writing 2024 – 76% 2025 – 77%	
Increase % of disadvantaged pupils achieving GDS in writing/maths and combined at the end of KS2.	2024 – GDS in writing (10%) and in maths (32%). Combined - 67% (non-PP, 80%) 2025 – GDS in writing (8%) and in maths (51%). Combined – 75% (non-PP, 85%)	
Narrow the gap between disadvantaged pupils and other pupils in Y1 phonics and Y2 retakes.	2024-25 Y1 Phonics Disadvantaged pass: (77%) – includes disapplied disadvantaged Disapplied pass (81%) – does not include disapplied disadvantaged Non-disadvantaged pass (85%) – includes disapplied non- disadvantaged Non-disadvantaged pass (94%) – does not include disapplied non-disadvantaged 2024-56 Y2 Phonics (Retake): Overall Pass: 6/7 (86%)	
Increased attendance at extra-curricular clubs and Wrap Around Care provision for disadvantaged pupils	45% of pupils who attend sports/art club are PP. Overall attendance at Wrap Around Care club has grown and we average around 9 pupils with 84% of these pupils being Pupil Premium.	

Improve attendance for disadvantaged pupils across school so that it is in line with national for all pupils 96%.	<p>2024 – 92.86% PP (National – 91.4%) compared to 93.27% non-PP (National 94.6%)</p> <p>2025 – 92.2% disadvantaged compared to 93.5% non-disadvantaged</p>
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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
N/A	N/A

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

How will we monitor and implement the strategy?

Teaching

- Careful planning of PLD and development.
- Rigorous monitoring cycle
- Senior leaders teach groups in core subjects
- Senior leaders timetabled to work 1:1 with identified staff
- Senior leaders to work with groups of staff to improve provision in all areas impacting upon pupil progress and outcomes: subject knowledge, planning, teaching, environment
- Pupil progress tracking and monitoring. IPG process and actions

Targeted support

- Designated staff to target specific individuals and groups.
- Precise planning for interventions
- Careful progress tracking to monitor the impact of interventions on disadvantaged pupils and other pupil groups.
- Investment in appropriate resources that support the delivery of interventions.
- Ongoing high quality PLD provided to staff which also includes targeted support from senior leaders.

Wider strategies

- Senior leaders in school are all DSL trained and this training is maintained.
- The school has a pastoral team who work across the school with identified pupils and groups.
- All school staff receive extensive training in all aspects of safeguarding. Increased drive to engage parents and community. This will support parents with engaging in school-life and supporting their children's learning. Work towards parent partnership award and setting up SEND parent group.

Regular reviews of data relating to pupil premium children including academic data and also data relating to extra-curricular activities.