

Three Year Pupil premium strategy statement- Review Nov 25

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Akaal Primary School Derby
Number of pupils in school	191 whole school 207 (including 16 Nursery)
Proportion (%) of pupil premium eligible pupils	61 (31.93%)
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	20th November 2025
Date on which it will be reviewed	20 th November 2026
Statement authorised by	Miss Z Parkes
Pupil premium lead	Mrs S Wallis
Governor Lead	Mr T Sidhu/ Mr S Bitter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,996
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£99,996

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 challenges faced by vulnerable pupils, such as those who have a social worker and young carers. 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Link staff appraisal targets to explicitly support pupil premium children.

Our priorities will be focused on 'narrowing the attainment gap' for those pupils not on track to achieve Age Related Expectations (ARE) at the end of EYFS and Year 6.

Challenges

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

Challenge number	Detail of challenge
1	Poor language and communication skills, (including high levels of newly arrived children with EAL or that are new to country).
2	Attainment gaps for PPG and disadvantaged against non-PPG and disadvantaged children, when they transition between EYFS to KS1 and KS1 to KS2.
3	Lack of experiences outside of school including less exposure to a variety to quality reading and text, a reduction in accessing after school clubs.
4	Lack of full parental capability to engage due to EAL barriers, financial worries, social emotional and mental health concerns.
5	Safeguarding issues and concerns, lack of focus and confidence due to disadvantaged, poverty, mental health and well-being.
6	23/61 (38%) of pupils with Pupil Premium have poor attendance of 95% and below

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
<p>Pupils' will continue to access high quality teaching and learning in class, including in class interventions to develop language and communication skills. Their spiritual, moral, faith, physiological and safety are a priority within our virtues and values led ethos, to promote good mental health and well-being with a positive self-worth and self-esteem.</p> <p>Measured through learning walks, books, pupil voice and working closely with parents and carers.</p>	<p>Pupils are ready to learn in class without the need for external interventions which is embedded within the wider curriculum, subject knowledge and knowledge of the child.</p> <p>Good mental health and well- being which increases self-esteem to promote greater independence and ownership to develop language acquisition.</p> <p>Pupils are far more resilient and equipped for life in modern Britain.</p>
<p>To maintain that gaps are closed in the transitional stage from KS1 to KS2 by having consistent outstanding quality first teaching, provide children with extensive</p>	<ul style="list-style-type: none"> EYFS pupils achieving GLD will be in line with or above national expectations. KS1 passing the phonics screening will aspire to be in line or above national.

<p>learning opportunities, depth of curriculum and promote the love of reading.</p> <p>Formative and summative assessment will be used to demonstrate the gaps being addressed.</p>	<ul style="list-style-type: none"> • Pupils will achieve in line with national for Reading, Writing and Mathematics at KS2. • Pupils will make (or exceed) expected progress. • Pupils are monitored closely to ensure they are 'on track'. <p>Pupils who are not making expected progress are targeted to achieve their expected (or better) outcome.</p> <ul style="list-style-type: none"> • Any wellbeing, self-esteem and confidence issues are identified quickly, and support systems put in place quickly and effectively. • Attitudes towards learning are improved – including confidence, motivation and resilience. • Fewer behaviour or mental health issues involving pupils.
<p>Pupils will continue to be provided with experiences in class and in after school clubs which they may not have at home; this is to broaden their knowledge of the world around them and equip them for life after school.</p>	<p>Children will discuss their experiences openly and honestly, using democracy and PSHCE resources to help improve mental health and well-being.</p> <p>Pupils will be exposed to wider experiences to draw upon and develop their cultural capital.</p>
<p>The office lead, Head Teacher/ SENDCo will offer support for vulnerable families which will include offering to translate or acquire a translator where needed. This will include either signposting to or providing English and Maths classes for parents. Parent's will also be invited to sessions and workshops in school to work alongside their children where possible. This will be measured through parental engagement, attendance data, participation and surveys where appropriate.</p> <p>Higher percentage of parent engagement.</p>	<p>Parents will feel more confident when communicating with others and supporting their children.</p> <p>School staff will support families that are EAL with interpreters for clarity of understanding to strengthen building these relationships.</p>
<p>Many safeguarding issues and concerns involve our PPG children with some at times also CP, CIN or EH.</p> <p>This can create low aspirations, lack of motivation to learn and engage, and a general lack of focus and confidence.</p> <p>This is often because of domestic abuse, poverty, poor mental health and well-being.</p>	<p>Office Lead, Deputy and Head Teacher/ SENDCo extensively support and work closely with parents and professionals.</p> <p>Parental engagement will improve attendance.</p> <p>Parental engagement will improve outcomes for children.</p>

Target children and families where attendance is persistently below 95% to ensure that learning time is maximised.	Office Lead, SLT and SENDCo to support families. Daily calls made to persistent absentees. Door knocks made to collect children and check on well-being. Make use of the ATTEND Framework and EBSNA training to support children and families where needed.
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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: £ 70,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to further improve the quality of learning & teaching of Reading & Writing through targeted developmental sessions, observations, book looks drop ins & marking and feedback.</p> <p>Train staff, embed and ensure the consistent use of the NSMAT Teaching & Learning Toolkit (which is underpinned by the Framework for Great Teaching) to ensure teaching and learning has maximum impact for all learners.</p> <p>Ensure early identification and appropriate intervention minimise gaps between PPG and non-PPG.</p>	<p>Evidence taken from the 'EEF Guide to the Pupil Premium' June 2019:</p> <p><i>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.'</i></p> <p><i>'Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.'</i></p>	1 and 2

<p>Interventions to be teacher led, where possible but always teacher planned.</p> <p>SLT is supporting in Year 6 to boost support to close the gap, ensuring smaller groups with more intense support for those most vulnerable.</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £23,974

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellbeing support in place.</p> <p>ATs to support pupils as/when required.</p> <p>Refer identified pupils to SENDCo for support & nurture /emotional coaching.</p> <p>Provide parent-child interactions/ adult learning/ workshops, to equip parents with necessary skills to carry out a positive parenting role. Including support from office lead.</p> <p>Refer identified pupils/families to external agencies for further support.</p> <p>ATs to have a PPG focus during in class support.</p> <p>Continue to monitor attendance and lateness of all pupils weekly. Provide tailored support for identified pupils.</p>	<p>Evidence taken from the EEF Toolkit:</p> <p><i>‘When children are exposed to adverse and stressful experiences, it can have a long-lasting impact on their ability to think, interact with others and on their ability to learn. By improving staff’s understanding of the impact on adverse and stressful experiences, more can be done to improve and build children’s resilience.’</i></p> <p><i>‘Social and emotional learning Interventions which have an identifiable and significant impact on attitudes to learning, social relationships in school can give a gain of four months additional progress on average.’</i></p> <p><i>‘Increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.’</i></p> <p><i>‘Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness’.</i></p> <p><i>Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small</i></p>	<p>1, 2, 3, 4, 5</p>

	<i>group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.'</i>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,027

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Our ethos invests heavily in maintaining close relationships with parents; therefore, we will continue to work with families to break down any barriers.</p> <p>Identified staff support our families and signpost them to expert agencies as appropriate.</p> <p>Support from the SENDCo and Office Lead.</p>	<p>Evidence taken from the 'EEF Guide to the Pupil Premium' June 2019:</p> <p><i>'Although parental engagement is consistently associated with pupils' success at school, the evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive, particularly for disadvantaged families Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact'.</i></p>	4,5

Total budgeted cost: £99,996

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

KS1 Phonics Screen Check 2024-2025

Subject	KS1 Phonics Screening Check
Whole Cohort	87%
Pupils with Pupil Premium	70%

Year 6 (SATS) 2024-2025

	Reading	Writing	Maths
Whole Cohort	74%	74%	77%
Pupils with Pupil Premium	57%	50%	50%

Intended outcome	Review
<p>Attainment gaps across year groups and key stages are narrowed, ensuring that all disadvantaged children (excluding those with SEND) inspirationally achieve age-related expectations as a minimum and make expected or above-expected progress in Reading, Writing, and Mathematics.</p> <p>Enhanced language and literacy skills for pupils,</p>	<p>Narrowing Attainment Gaps</p> <ul style="list-style-type: none"> Although there is still a gap at KS2, there is evidence of progress in closing some attainment gaps across year groups and key stages. Disadvantaged pupils (excluding those with SEND) are moving closer to achieving age-related expectations in Reading, Writing, and Mathematics. Continued monitoring and targeted interventions are necessary to ensure that all pupils maintain or exceed expected progress, particularly in areas where gaps remain. <p>Improvement in Language and Literacy</p> <ul style="list-style-type: none"> Significant improvements are observed in language and literacy development for pupils eligible for Pupil Premium, new to the country, or with EAL needs. This has resulted in improved access

<p>particularly those eligible for Pupil Premium, new to the country, or with EAL needs, leading to improved progress and greater access to the full curriculum.</p>	<p>to the full curriculum for many pupils. However, ongoing support through tailored interventions and resources is essential to sustain progress and address remaining barriers to learning, particularly for newly arrived EAL pupils.</p>
<p>All pupils, particularly those eligible for Pupil Premium, develop strong mental health, a growth mindset, and a positive attitude towards learning. They demonstrate confidence, motivation, and a desire to achieve both personally and academically.</p>	<p>Mental Health and Wellbeing</p> <ul style="list-style-type: none"> Evidence shows that targeted interventions, such as pastoral support, mental health programs, and wellbeing initiatives, have contributed positively to pupils' mental health. Pupils, particularly those eligible for Pupil Premium, are demonstrating improved emotional resilience and coping strategies. <p>Growth Mindset and Attitudes Towards Learning</p> <ul style="list-style-type: none"> A noticeable shift towards a growth mindset has been observed, with pupils showing increased perseverance, positivity, and a willingness to embrace challenges. Feedback from teachers highlights improvements in attitudes to learning, especially for disadvantaged pupils who benefit from mentoring and confidence-building activities. <p>Personal and Academic Achievement</p> <ul style="list-style-type: none"> Many Pupil Premium pupils are exhibiting greater confidence, motivation, and ambition. Academic outcomes show progress for these pupils, though ongoing support is needed to sustain momentum and close remaining gaps. Personal achievements, such as participation in extracurricular activities, also reflect an increase in self-belief and aspiration. <p>For pupils requiring additional intervention, our highly trained Associate Teachers (ATs) provide targeted support through programs such as EBSNA (Emotional Based School Non-Attendance) sessions. Pupils also have access to our Senior Mental Health Lead and Mental Health First Aiders for additional guidance and care.</p> <p>When necessary, external agency involvement is sought to provide specialist and targeted support. Partnerships include The School Nursing Team, GPs, Educational Psychologists, Children's Services, and Child and Adolescent Mental Health Services (CAMHS). These collaborations ensure that identified risks are addressed swiftly, reducing potential issues and providing holistic support to both pupils and their families.</p>
<p>Financial challenges do not limit pupils' access or</p>	<p>Financial Inclusion and Equal Access</p>

<p>participation. All pupils are included equally in enrichment activities, clubs, school uniforms, and essential equipment.</p>	<p>Financial challenges have not hindered pupils' participation in school life. All pupils, particularly those eligible for Pupil Premium, are fully included in enrichment activities, clubs, and have access to school uniforms and essential equipment. Continued support ensures no pupil is disadvantaged due to financial constraints, fostering an inclusive and equitable environment for all.</p>
<p>Pupils with Pupil Premium have good attendance.</p>	<p>Attendance and Punctuality: A Consistent Focus</p> <p>Attendance and punctuality are closely monitored on a weekly basis by our Attendance Officer (AO) and Education Welfare Officer (EWO). Regular meetings between the AO/EWO, the Headteacher and parents ensure that any emerging issues are swiftly identified and addressed. For pupils whose attendance falls below 95%, tailored actions such as meetings, letters, or phone calls are implemented to offer appropriate support and intervention.</p> <p>Pupil Premium attendance gaps are closing in comparison with non-Pupil Premium pupils across the academic year, demonstrating the effectiveness of these measures.</p> <p>Effective Attendance Strategies</p> <ul style="list-style-type: none"> • A range of proactive strategies has been implemented to encourage good attendance among all pupils, particularly those eligible for Pupil Premium. These initiatives are designed to motivate students and recognise the importance of consistent attendance as a key factor in academic success. <p>Incentives and Prizes</p> <ul style="list-style-type: none"> • Badges: Pupils with excellent attendance are awarded special badges to wear on their blazers, proudly displaying their achievement and fostering a sense of pride. • Movie Afternoons: For pupils with consistently good attendance, movie afternoons are organised as a reward, creating a fun and engaging incentive for children to attend school regularly. • Ice Cream Man Visits: The ice cream van visit has been a popular reward for good attendance, offering a fun treat for pupils who have demonstrated a commitment to being in school. • Ongoing Monitoring and Motivation <p>Continued monitoring of attendance allows for early intervention with any pupils who may be struggling to attend regularly, ensuring that support is provided in a timely manner. The combination of rewards, alongside clear communication with parents and students, has had a positive impact on fostering a culture of excellent attendance.</p>
<p>Parents are fully supportive and engaged in</p>	<p>Parental Support and Engagement</p>

<p>their child's education and learning.</p>	<ul style="list-style-type: none"> Parents of Pupil Premium pupils are generally supportive of their children's education and learning, actively engaging in school events, parent-teacher meetings, and maintaining communication with staff. However, continued efforts are needed to engage all parents consistently, especially in areas with more challenging attendance patterns. A few families may require targeted outreach or additional support to further strengthen home-school collaboration, ensuring all pupils benefit from a strong partnership. <p>Attendance</p> <p>While most parents are committed to ensuring good attendance, further strategies may be necessary to address attendance issues within specific Pupil Premium groups. Identifying barriers to consistent attendance and providing tailored support will help to improve outcomes and prevent any potential impact on pupils' academic progress.</p>
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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- extra curricular	Provider
Football	Khalsa Sports Club
Mixed martial arts	G Force Martial Arts
Tabla	Harpal Manku
Programme- Intervention/booster	
Educational Psychologist	
PSHE scheme- Kapow	
Drawing and Talking	
EBSNA- Emotional Based School Non-Attendance	
Emotion Coaching	
Theraplay	
Sensory Circuits	