

Pupil premium strategy statement

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	Alexandra Primary School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Governing body
Pupil premium lead	Stephanie Clarke & Kate Birch
Governor / Trustee lead	Jackie Ferdinand

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£224,200
Recovery premium funding allocation this academic year	
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	£224,200

Part A: Pupil premium strategy plan

Statement of intent

1. A Culture of High Expectations and Equity

At the heart of our strategy is a commitment to equity over equality, our vision of **Ambitious Outcomes** refers to every child whatever their starting point. We recognize that "high-quality teaching is the most important lever schools have to improve pupil outcomes" (EEF, 2025). We ensure that teaching and learning opportunities are designed to meet the needs of all pupils and our most experienced staff work directly with those who have the furthest to travel, particularly lower-current attainers.

We are dedicated to dismantling the "deficit discourse" surrounding social disadvantage. As noted by Marc Rowland (2021), "disadvantage is not a destiny." Our pupils and their families are not problems to be solved; they are valued members of our community held in unconditional positive regard. We are intentional in our use of language to shift the focus toward untapped potential rather than perceived lack. (Ampar-Farr, 2017)

2. Evidence-Informed Decision Making

Our strategy is rooted in evidence and research, not assumptions. Following the Unity Research School framework, we use evidence to challenge our own biases and inform our practice. We view research as a flashlight to illuminate the best path forward but understand it requires professional judgment to implement effectively.

"Evidence should be used to inform decision making and challenge assumptions, not simply to justify decisions already taken." Marc Rowland, Addressing Educational Disadvantage (2021)

3. Identification and Vulnerability

We adopt a nuanced view of disadvantage. We recognize that:

- Not all pupils receiving Free School Meals (FSM) are socially disadvantaged.
- Many pupils experience significant hardship but do not qualify for, or are not registered for, FSM.

Consequently, we reserve the right to allocate Pupil Premium funding to any pupil or group legitimately identified as being socially disadvantaged. Our needs analysis is dynamic, we use our own vulnerability indicators to identify priority year groups, classes and individuals based on a holistic view of their barriers to learning.

3. Holistic Support and Curriculum Access

While academic acceleration is a primary goal, we recognize that "poverty of opportunity" is often as damaging as financial poverty. All Pupil Premium work is aimed at:

- **Quality First Teaching:** Ensuring every child receives the best possible instruction every day. We coach teaching staff to employ the most effective strategies.
- **Breadth of Experience:** Providing access to a rich curriculum, high number and wide range of educational trips, visits and visitors to engage and inspire.
- **Personal Development & Wellbeing:** Supporting mental health as a fundamental prerequisite for learning, acknowledging that emotional regulation is a significant barrier to

engagement for many disadvantaged pupils. We take a relational approach to behaviour, with building relationships at the heart of our practice. We know our families well.

- **Targeting Excellence:** We proactively support Higher Prior Attainers to achieve 'Greater Depth,' preventing the "glass ceiling" that often limits the aspirations of disadvantaged high-achievers.

References:

EEF Sep 2025 *Guide to Pupil Premium* <https://educationendowmentfoundation.org.uk/using-pupil-premium>

Jazz Ampar-Farr 2017 'The power of everyday heroes'

Rowland M 2021 *Addressing Educational Disadvantage in Schools and Colleges*. Essex County Council

Unity Research School 2022 *Addressing educational disadvantage: from strategy to the classroom*

researchschool.org.uk

Challenges

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

Challenge number	Detail of challenge
1	<i>KS2 Attainment: The 3-year trend for disadvantaged pupils reaching expected in RWM combined (Reading, Writing and Maths) at the end of KS2 is 40% (43% in 2025) while this is close to the National figure for disadvantaged learners, the gap is still significant between National non-disadvantaged (68%) and their non-disadvantaged peers (59%) school progress gap = 27%</i>
2	<i>High Mobility & Housing Instability: Stability of our school population is 66%, with disadvantaged families disproportionately affected by mid-year transfers and temporary accommodation. Lack of educational continuity prevents pupils from building long-term relationships and mastering the foundational curriculum. Pupils may lack quiet study space at home. Instability impacts readiness to learn.</i>
3	<i>Attendance of disadvantaged pupils (93.2%) is close to the National figure but below our school target of 96%. The PA rate is 21%, more than double the 9% rate of their non-disadvantaged peers. Frequent absence leads to fragmented learning and "knowledge gaps," which are compounded by a lack of social integration and missed personal development opportunities.</i>
4	<i>Many disadvantaged pupils enter school with a significant "word gap" and limited exposure to Tier 2 and Tier 3 vocabulary. This is exacerbated for the 73 % of pupils who are EAL with limited exposure to formal spoken English at home and/or during their formative years. Poor vocabulary directly hinders reading comprehension, ability to access KS2 SATs papers and attainment in the wider curriculum.</i>
5	<i>Some of our pupils in receipt of the Pupil Premium Grant have low self-confidence and difficulty in regulating their emotions which acts as a barrier to their educational success. 100% of our pupils in the Resourced Provision are in receipt of FSM. Disadvantaged pupils are at a greater risk of suspension.</i>
6	<i>Parents & carers of our disadvantaged pupils can lack the confidence and resources (e.g. IT) or level of English language acquisition to support their children with learning at home. This can create a cycle where pupils cannot</i>

	<i>reinforce school-taught concepts at home, leading to slower retention of knowledge.</i>
7	<i>Complex family circumstances in the home have an impact on the children's emotional wellbeing in school. This is a barrier to progress. % of disadvantaged pupils are known or have been known to social care.</i>
8	<i>Disadvantaged pupils can have limited opportunities for social, cultural or educational experiences beyond their immediate environment. This lack of "background knowledge" can make abstract curriculum concepts (in History, Geography and the Arts) harder to grasp, as pupils have no real-world schemas to attach the learning to.</i>

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
1. Improved attainment in RWM (Reading, Writing, Maths) combined & narrow the RWM Gap.	Each year from 2026 -28 the outcomes show that an increased number of disadvantaged pupils have met the expected standard in RWM combined (target 55%). Reduce the internal attainment gap between disadvantaged and non-disadvantaged pupils from 16% to 8% or less.
2. Boost GDS Achievement: <i>To increase the number of disadvantaged pupils who achieve at a greater depth at the end of KS1 and KS2 across reading, writing, mathematics.</i>	Each year from 2026-28 outcomes show an increased number of disadvantaged pupils achieving greater depth. Target to Increase the percentage of disadvantaged pupils reaching Greater Depth in Writing and GPS at KS2 from 4% to at least 12%.
3. Improved attendance and reduced Persistent Absence (PA). <i>To ensure that the attendance of pupils in receipt of PPG is in line with all pupils and keeps improving, with a further reduction in the % persistently absent, particularly in EYFS.</i>	Sustained improvements in attendance from 2026 to 2028 demonstrated by: <ul style="list-style-type: none"> · the overall absence rate for all pupils being above 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced · the percentage of all pupils who are persistently absent being below 10%
4. Sustained high levels of wellbeing and "readiness to learn." <i>Ensuring access to in-school therapeutic services and a whole school approach which develops social and emotional well-being. Children can access learning in class because their physiological,</i>	Sustained high levels of wellbeing from 2026 to 2028 demonstrated by: <ul style="list-style-type: none"> -Qualitative data from student voice, student and parent surveys and teacher observations -Reports & observations from school therapist, learning mentor, mental health professionals, ELSA

<i>safety, belongingness and esteem needs are met.</i>	-fewer re-referrals back into services for disadvantaged pupils
5. Strengthened parental engagement with home learning. <i>Parents feel supported by the school leading to improved engagement with their children's education. School events are planned with our diverse Alexandra Community in mind.</i>	Families engage in support from agencies such as Early Help, CAMHs, Trailblazers. Families access Felix project Increased attendance (target: 80%+) of disadvantaged parents at workshops (phonics, SATs, EAL support). Improved engagement with digital learning platforms at home..
6. Improved oral language and vocabulary skills.	Assessments (e.g., WellComm or Voice 21) and teacher observations indicate a significant reduction in the "word gap." Disadvantaged pupils confidently use Tier 2 and 3 vocabulary in writing. Improved levels of comprehension as shown in reading assessments
7. Increased participation in enrichment and "Cultural Capital" . <i>Equitable access to a rich curriculum and cultural experiences including trips, visitors and workshops. Monitoring participation in extra-curricular activities, prioritising and funding places for children in receipt of PPG.</i>	100% of disadvantaged pupils will participate in at least one extra-curricular club per term. All PP pupils will have accessed subsidized trips/experiences. The number of children in receipt of PPG attending residential increases each year.

Our Priorities

Our Pupil Premium Strategy aligns with our school mission, goals and whole school improvement strategy

Ambitious Outcomes	<i>The strategy is highly ambitious, aiming for disadvantaged pupils to perform at least as well as their national peers while proactively supporting higher-prior attainers to reach "Greater Depth" (GDS) to prevent an aspirational "glass ceiling"</i>
A Thinking Environment	<i>The school engages with evidence-informed practices to ensure that Pupil Premium spending is targeted effectively.</i>
Connected Communities	<i>The strategy recognises that mental health and wellbeing are fundamental prerequisites for learning. Families are viewed as highly regarded members of the school community,</i>

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: £58,399

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To advance standards of teaching and learning through the development of teaching & learning principles and programme of instructional coaching. Embed a shared understanding of good practice and support teachers in a cycle of improvement using evidence-based, high-impact strategies leading to improved and equitable pupil outcomes. See Whole School SIP Leaders are trained in instructional coaching and this is quality assured through regular review.</p>	<p>The highest priority for disadvantaged pupils is ensuring high-quality learning in every lesson - Marc Rowland Quality first teaching has a direct impact on student outcomes, particularly for the most disadvantaged - Sutton Trust 'A tiered approach to Pupil Premium Spending' - teaching, alongside CPD, is deemed the top priority - EEF</p>	<p>1,2,3 & 6 Instructional coaching training & support for school from Destinio Coaching including development days £2800 Subscription to Walkthrus & Training Leaders and teachers release time for observations and coaching conversations covered by HLTA % salary £1486</p>
<p>Effective implementation of our Alexandra curriculum, Revisiting the curriculum themes of London, Journeys, Earth & Sustainability, Identity & Power and acquiring cultural & powerful knowledge</p>	<p>A high-quality curriculum makes the greatest difference to all pupils - Mary Myatt Pupils from disadvantaged backgrounds can experience a 'knowledge gap' and may not have access to the cultural capital of more advantaged peers. Education Policy Institute</p>	<p>Release time for curriculum development and planning; year group planning days. £280 a day supply cover 7 days each half term = £11,760</p>
<p>Ensuring all teachers and support staff have access to high quality CPD and are continuously improving</p>	<p>Children taught by an outstanding teacher make up to 4 months more progress in a 12 month period than peers with a less effective teacher. For our vulnerable pupils, high quality teaching is essential.</p>	<p>HEP CPD package £5900 Additional training budget £6000</p>

<p>Identified teachers to undertake accredited Big 7 training with HEP.</p>		<p>Cover for Big 7 £250 per day £3,360</p>
<p>Embedding Talk4Writing across the school curriculum. This can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Implement whole class teaching of vocabulary through strategies such as 'Word Aware'. Prioritise language acquisition. Train staff.</p> <p>Continue to prioritise oracy in maths as part of teaching for mastery approach. Maths lead to model & develop whole school approach.</p>	<p>There is a strong evidence base that suggests oral language interventions, including oral activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>A broad vocabulary is the key to academic success</p> <p><i>High-quality dialogue in maths has the capacity to support students to co-construct knowledge leading to deeper understanding of mathematical concepts and processes. Voice 21</i></p>	<p>5, 6, 7</p> <p>Talk 4 Writing training + resources = £713</p> <p>Release time for English lead for moderation and training £2,800</p> <p>Release time for maths lead + 1 teacher to attend Maths Mastery training half termly £3,360</p>
<p>To improve the quality of provision in the Early Years. Ongoing training for staff in effective interactions, enabling environments and excellence in EY education.</p> <p>EY support package from HEP, including EY review</p>	<p>High quality EY education is key. Good Early Years education is the cornerstone to social mobility – DfE</p> <p>Early language acquisition impacts of all areas of children's non-physical development – Marc Rowlands</p>	<p>1,2 7</p> <p>Early Years improvement team HEP = £1,180</p>
<p>Improve the quality of mental health and wellbeing education for pupils and staff.</p> <p>Embed approaches to mental health and wellbeing into routine educational practises and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>4, 6, 7, 8</p> <p>Emotion Coaching & ELSA £600</p> <p>Training from EP service £500</p>
<p>Termly pupil progress meetings to track progress - SLT time. Data is used to identify tightly focused improvement priorities.</p>	<p>Termly data collection points show progress in disadvantaged pupils attaining the higher standard. Year 2 and Year 6 meetings demonstrate progress for key pupils through gap analysis</p>	<p>SLT time</p> <p>£19,600</p> <p>HEP support</p>

Engagement with Rapid Improvement programme (HEP) Weekly discussion of vulnerable pupils and review of provision for social, emotional and academic support.	Leadership strategy prioritises our most vulnerable pupils	
Participation in Challenge Partners. QA review programme with focus on disadvantaged attainment. Leaders collaborating with and learning from schools offering outstanding provision for pupils receiving PPG.	Issues like the disadvantage gap are 'wicked' problems. They are complex, persistent and not easily solved, requiring leaders and teachers to think innovatively and creatively, to take risks and trial new initiatives. - Big Education	£4,500

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

Budgeted cost: £96,928

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. This includes oral language interventions. Targeting EYFS NELI + early language intervention Talk Boost, Wellcomm Tales Toolkit	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	4, 5, 7, 8 Delivery by TA Costed time £16,864 Talk Boost Resources £500 EY SENDCo - 2 days a week £33,728
'Keep up' phonics and reading sessions targeted at	Phonics approaches have a strong evidence base indicating a positive	1, 6, 7

<p>disadvantaged pupils who require further phonics support.</p> <p>Additional TAs to support daily phonics and DSR.</p> <p>Phonics teaching of high quality with regular assessment</p>	<p>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 Toolkit Strand Education Endowment Foundation EEF</p>	<p>RWI subscription includes development days £2800</p> <p>TA time VS £8,784 JR £8,432</p> <p>KS1 lead/phonics lead, training and leadership time £5000</p>
<p>Small group maths tutoring delivered by experienced, qualified tutors. 65% + of the pupils who receive tutoring support are in receipt of PPG including those who are high attainers.</p> <p>Focus on Y6 pupils working below EXS to close the attainment gap</p> <p>PPG pupils working at EXS are targeted for GDS</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support lower prior attaining pupils or those falling behind.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 6, 7</p> <p>Action Tutoring £4120.50</p> <p>Booster groups and interventions run by SLT £7,200</p>
<p>Purchase (buy-in) of additional Educational Psychologist provision and Speech and Language therapy time</p>	<p>This will support the identification of SEND needs and the access, plan, do, review process</p> <p>Early Referrals and Interventions have the greatest impact on future life chances.</p>	<p>1, 2, 4, 6 £12000 £7200</p>
<p>Resources for children in receipt of PPG including books, revision books (SATs) and stationary. Uniform, shoes, bags, coats as needed.</p>	<p>Poverty proof school by seeing school life through the lens of disadvantaged pupils and their families. Strive to remove barriers - Unity Research School 2022</p>	<p>£3000 budgeted</p>

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

Budgeted cost: £67,341

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor employed to support and empower pupils in overcoming barriers to achieving their full potential by addressing social, cultural, emotional and psychological needs. Including targeting attendance and safeguarding.</p> <p>Whole staff training on mental health and wellbeing approaches with the aim of developing our school ethos and improving mental health and wellbeing across school.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>4, 6, 7</p> <p>Main school 0.5 + RISE House</p> <p>£37,760</p> <p>Training £2500</p>
<p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Attendance coffee mornings to target vulnerable families</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3, 4</p> <p>EWO £5241</p>
<p>Purchase of school based counselling service, 'Hope in Tottenham' to contribute towards the whole school approach to mental health and wellbeing, to improve outcomes for pupils.</p> <p>A significant proportion of the pupils who receive counselling support are disadvantaged.</p>	<p>A report, published by the DfE (2015), states that all schools in the future should provide access to counselling services. It outlines how "counselling has been shown to bring about significant reductions in psychological distress in the short-term, and helps young people move closer towards their personal goals."</p> <p>https://www.gov.uk/government/publications/counselling-in-schools</p>	<p>4, 6, 7, 8</p> <p>£11,490</p>

<p>Implementation of whole school positive behaviour & relationships policy. Adopting a 'Trauma Informed Approach'</p> <p>Staff training on positive behaviour management and effectively responding to distressed behaviour.</p>	<p>Where relationships across the school are strong, the most disadvantaged pupils will thrive – Marc Rowlands</p> <p>Children in some groups are more vulnerable to adversity, trauma and their effects. Children need consistent positive relationships in order to cope with life's stressors effectively.</p>	<p>4,5,6,7</p> <p>Ongoing staff behaviour training and subscription to Walkthrus</p> <p>Induction and training for new staff</p> <p>Andrew Fuller £1500</p>
<p>Ensuring equitable access to extra- curricular provision. Subsidising and fully funding clubs, trips, visitors. Providing uniform vouchers.</p> <p>Targeted sessions with Sports Coach & music teacher</p> <p>Staffing costs paid to provide FOC club offer</p>	<p>Children need to feel they belong. Poverty proof school by seeing school life through the lens of disadvantaged pupils and their families. Strive to remove barriers - Unity Research School 2022</p>	<p>Music club £150 per child PA = £750</p> <p>Clubs funded = £1350</p> <p>Y6 residential £250 per PPG child = £5000</p> <p>Sports coach £1528</p> <p>Breakfast and ASC costs + staffing for clubs £2,500</p>

Total budgeted cost: £224,200

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 – 2025 academic year.

Attainment data; summer 2025

Key Stage 2 Reading

- 61% of disadvantaged children achieved expected; Haringey 70%, national 63%
- This is a 11% increase on 2024
- We still have work to close the attainment gap for our disadvantaged children
- 21% of disadvantaged pupils achieved greater depth (GDS) in Reading which is in line with National (21%) and just below Haringey and London (28%)
- This is a significant increase from last year 0% (2024)

Writing

- Disadvantaged pupils (75%) perform slightly lower than non-disadvantaged (77%).
- This is an 17% increase from 2024 (2024: 58% completed to 2025: 75%)
- At GDS 4% of disadvantaged pupils achieved the standard compared to 0% in 2024
- We still have work to close the attainment gap for our disadvantaged children achieving GDS

Maths

- 57% meet the expected standard in Maths, below non-disadvantaged (68%) compared to Haringey 71% & national 61%
- 2025 saw a 24% increase in disadvantaged pupils achieving Maths compared to 2024 (33% / 57%)
- 14% achieve GDS in Maths, -1% below national (15%) and -5% below Haringey (19%)
- There was a 10% increase on disadvantaged pupils achieving GDS in 2025 compared to 2024

Year 1 Phonics

- 75% of disadvantaged pupils are working at expected standard, slightly above non-disadvantaged (71%)
- This is above National (67%) and Haringey (73%)

EYFS: Good Level of Development (GLD) Summary

- 86% of disadvantaged pupils achieve a Good Level of Development, which is higher than non-disadvantaged (70%)
- This is higher than both National (51%) and Haringey (60%)

Wellbeing and Mental Health

- There is a notable increase in the range of enrichment activities, especially for children benefiting from pupil premium funding.
- Target groups in Reading, Writing and Mathematics show noticeable progress.
- School Counselling reports similarly indicate significant positive outcomes.

Support for Families & Community engagement

- A noticeable increase in the number of parents and carers engaging in school activities, parents workshops and special events.
- An increase in families seeking support from external agencies like Early Help and CAMHs, reflecting a proactive commitment to addressing diverse needs within the school community.
- There is a rise in families accessing the Felix Project (Food Bank)

Oral language skills and vocabulary

- Assessments and observations reveal a marked improvement in oral language skills among children as identified by the Typical Talk stages - <https://speechandlanguage.org.uk>
- The Talk 4 Writing approach, implemented throughout the school, has provided children with new vocabulary and stories, advancing their oral language and communication skills.
- Children with Special Educational Needs and Disabilities (SEND) undergo close monitoring through SEND Support Plan Review meetings where language targets have been closely monitored and reviewed termly.

Attendance

Attendance for disadvantaged pupils for the academic year 2024-2025 was 93% compared to 94.2% for non disadvantaged pupils.