



# Pupil Premium Strategy 2025-26

Pupil Premium is additional funding provided by the Government for those children who are entitled to receive FSM (free school meals) or have received FSM in the past 6 years.

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

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	Albemarle Primary School
Number of pupils in school	354
Proportion (%) of pupil premium eligible pupils	92 (26%)
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	October 2025
Date on which it will be reviewed	February 2026 & July 2026
Statement authorised by	Emilie Haston (Headteacher)
Pupil Premium lead	Jess Bunker (Deputy Headteacher)
Governor / Trustee lead	Annette Watson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£142,080

## Breakdown of PPG numbers per year group:

Year Group	Number of Pupils	Percentage of Cohort
Nursery	3	12%
Reception	8	13.8%
Year 1	10	21.3%
Year 2	10	19.6%
Year 3	15	34.9%
Year 4	15	35.7%
Year 5	11	27.5%
Year 6	17	41.7%
Total	93	26%

## English as a n Additional Language (EAL)

## Statement of intent

At Albemarle, our ambition is for every child – including those who are disadvantaged – to achieve excellent outcomes in Reading, Writing and Mathematics. We are committed to ensuring that all pupils make good or better progress through a relentless focus on high-quality, inclusive teaching, targeted and evidence-informed interventions, and strong partnerships with families to reinforce learning beyond the classroom.

We recognise that social and emotional barriers can significantly affect a child's engagement, wellbeing and academic success. Therefore, Albemarle takes a whole-child approach, providing timely and appropriate support for pupils and families to promote emotional resilience, positive mental health and readiness to learn.

Improving attendance and punctuality remains a core priority. We work proactively with families to identify and address barriers to regular attendance, closing the gap between disadvantaged and non-disadvantaged pupils and ensuring that all children can access the full curriculum and achieve their potential.

We are equally committed to broadening pupils' horizons through a rich programme of enrichment and cultural capital experiences. By ensuring equitable access to a wide range of opportunities in and beyond school, we aim to foster pupils' curiosity, confidence, and aspirations, supporting both their personal and academic growth.

## Strategy aims for Disadvantaged pupils

1.	To ensure disadvantaged pupils make strong progress from their starting points, securing a Good Level of Development (GLD) that is at least in line with national outcomes. Provision in EYFS will be sharply focused on early language, communication, and personal development to build secure foundations for future learning.
2.	To ensure disadvantaged pupils achieve outcomes in Phonics at least in line with national standards, through high-quality, systematic phonics teaching and targeted early intervention that enables all children to become confident, fluent readers.
3.	To secure good or better progress and close the attainment gap between disadvantaged and non-disadvantaged pupils across Reading, Writing and Maths, ensuring outcomes are at least in line with national expectations. This will be achieved through consistently high-quality teaching, precise use of assessment, and targeted support informed by evidence-based practice.
4.	To improve the attendance and punctuality of disadvantaged pupils so that it exceeds that of their non-disadvantaged peers and is at least in line with national figures. Barriers to attendance will be identified and addressed through proactive family engagement, pastoral support, and a culture that values consistent attendance.
5.	To enhance access to a broad, rich and aspirational curriculum, ensuring disadvantaged pupils benefit fully from high-quality enrichment, cultural capital, and leadership opportunities. These experiences will support pupils' personal, social, and academic development, fostering curiosity, confidence, and a love of lifelong learning.
6.	To ensure the social, emotional and mental health needs of disadvantaged pupils are accurately identified and effectively supported through a graduated approach that includes universal, targeted and specialist provision. This will strengthen wellbeing, engagement, and readiness to learn across all areas of school life.

### Challenges

The barriers and challenges faced by our disadvantaged pupils at Albemarle are diverse and often complex. We recognise that disadvantage is not a fixed or uniform experience and can intersect with a range of contextual factors. Through timely assessment, early identification, and coordinated support, Albemarle is committed to addressing these barriers so that every pupil can thrive and reach their full potential.

1.	<b>Social, Emotional and Mental Health (SEMH)</b> A significant number of pupils eligible for Pupil Premium funding experience social, emotional, or mental health challenges linked to factors such as financial or housing instability, family stress, or attachment and trauma-related needs. These factors can impact pupils' emotional regulation, engagement, and readiness to learn.
2.	<b>English as an Additional Language (EAL)</b>

	<p>Albemarle has a significantly higher proportion of EAL pupils (67.5%) than the national average, including 47.9% of pupils in receipt of PPG. For some pupils, developing English proficiency can affect confidence, self-esteem, peer relationships, and access to the full curriculum. It can also delay accurate identification of additional learning or SEND needs, impacting the timeliness of support and intervention.</p> <p>□</p>
3.	<p><b>Pupil Mobility</b></p> <p>High pupil mobility presents an ongoing challenge, with many children joining Albemarle mid-phase or later in their primary education. This limits the time available to accurately assess starting points and implement interventions to close knowledge gaps. Only 35% of current Year 5/6 PPG pupils joined Albemarle in EYFS, meaning a significant proportion have not benefited from the school's full curriculum progression and continuity of support.</p>
4.	<p><b>Attendance &amp; Punctuality</b></p> <p>Attendance for pupils in receipt of PPG (average 89% in 2024–25) remains below expectations, reducing access to consistent teaching and opportunities for social development. Pupils in this group are disproportionately represented among persistent absentees (43% of the total cohort). Addressing barriers to regular attendance—whether health, family, or engagement related—remains a key strategic focus.</p>
5.	<p><b>Home Learning</b></p> <p>Some disadvantaged pupils have limited access to space, resources, or adult support to reinforce learning at home. This can affect vocabulary acquisition, reading fluency, and homework engagement. Barriers may include parental literacy, time pressures, or confidence in supporting learning, which can widen attainment gaps, particularly in reading and writing.</p>
6.	<p><b>Socio-economic gap</b></p> <p>Albemarle serves a community with marked socio-economic diversity. While some families live in relatively advantaged circumstances, others experience significant deprivation. Economic pressures can affect housing quality, nutrition, sleep, and access to enrichment opportunities, impacting pupils' wellbeing and capacity to learn effectively.</p>

Intended outcome	Success criteria
Pupils in the Early Years Foundation Stage make good progress and achieve expected outcomes.	<ul style="list-style-type: none"> <li>- All pupils, including those who are disadvantaged, access a wide range of enrichment opportunities (trips, clubs, cultural experiences).</li> <li>- Pupil voice evidences increased enjoyment, engagement and aspiration.</li> <li>- Participation rates of disadvantaged pupils in extra-curricular activities meet or exceed those of non-disadvantaged peers.</li> </ul>
KS1 pupils make good progress in phonics	<ul style="list-style-type: none"> <li>- All pupils, including those who are disadvantaged, access a wide range of enrichment opportunities (trips, clubs, cultural experiences).</li> <li>- Pupil voice evidences increased enjoyment, engagement and aspiration.</li> <li>- Participation rates of disadvantaged pupils in extra-curricular activities meet or exceed those of non-disadvantaged peers.</li> </ul>
KS1 and KS2 pupils make good progress and achieve well in Reading, Writing and Maths.	<ul style="list-style-type: none"> <li>- All pupils, including those who are disadvantaged, access a wide range of enrichment opportunities (trips, clubs, cultural experiences).</li> <li>- Pupil voice evidences increased enjoyment, engagement and aspiration.</li> <li>- Participation rates of disadvantaged pupils in extra-curricular activities meet or exceed those of non-disadvantaged peers.</li> </ul>

Attendance and punctuality of disadvantaged pupils improves.	<ul style="list-style-type: none"> <li>- All pupils, including those who are disadvantaged, access a wide range of enrichment opportunities (trips, clubs, cultural experiences).</li> <li>- Pupil voice evidences increased enjoyment, engagement and aspiration.</li> <li>- Participation rates of disadvantaged pupils in extra-curricular activities meet or exceed those of non-disadvantaged peers.</li> </ul>
Disadvantaged pupils access a rich, broad and inclusive wider curriculum.	<ul style="list-style-type: none"> <li>- All pupils, including those who are disadvantaged, access a wide range of enrichment opportunities (trips, clubs, cultural experiences).</li> <li>- Pupil voice evidences increased enjoyment, engagement and aspiration.</li> <li>- Participation rates of disadvantaged pupils in extra-curricular activities meet or exceed those of non-disadvantaged peers.</li> </ul>
Social and emotional needs of pupils are accurately identified and effectively supported.	<ul style="list-style-type: none"> <li>- Nurture principles are consistently embedded across classrooms and targeted provision, with impact evidenced through improved Boxall scores and qualitative observations.</li> <li>- Parent feedback reflects confidence in the school's approach to wellbeing and support at both universal and targeted levels.</li> <li>- Appropriate referrals (e.g. MASH, CAMHS, EWS) are made promptly, ensuring timely access to external support for pupils and families.</li> <li>- Pupil voice and wellbeing surveys demonstrate improved emotional wellbeing, confidence, and enjoyment of school.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above. It is informed by the Education Endowment Fund's 'tiered approach':

Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support and wider strategies.

### 1 Teaching

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

### 2 Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. 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.

### 3 Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.



## Teaching priorities for current academic year

Activity	Evidence that supports this approach	Challenge Number(s) addressed
<b>High Quality Teaching</b> – Staff CPD and instructional coaching to strengthen high-quality, inclusive teaching. Monitoring by leaders to ensure consistency and impact.	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p>	2, 3, 5, 6
<b>Little Wandle Letters and Sounds</b> – Embed Little Wandle through ongoing staff and parent training, with continued investment in high-quality reading resources.	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy/">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy/</a></p> <p><a href="https://www.littlewandle.org.uk/about-us/our-impact/">https://www.littlewandle.org.uk/about-us/our-impact/</a></p>	2, 5, 6
<b>Maths training and development</b> – Half-termly Maths TLG, NCETM training and use of mastery resources to improve fluency, reasoning and problem-solving.	<p><a href="https://educationendowmentfoundation.org.uk/school-themes/mathematics/">https://educationendowmentfoundation.org.uk/school-themes/mathematics/</a></p>	3, 6
<b>Parental Engagement in Learning</b> –  Parent workshops and resources to build confidence supporting reading, writing and maths at home.	<p>Research suggests there are huge benefits (to children's academic performance, behaviour and wellbeing) of involving the whole school community, including parents. <a href="https://www.parentkind.org.uk/schools/parents-matter-the-research">https://www.parentkind.org.uk/schools/parents-matter-the-research</a></p>	5
<b>Middle Leadership &amp; Curriculum Development</b> – Release time for middle leaders to monitor, evaluate and develop curriculum and assessment,	<p><a href="https://oro.open.ac.uk/102734/1/WILLIAMS_E822_VOR.pdf?utm_source">https://oro.open.ac.uk/102734/1/WILLIAMS_E822_VOR.pdf?utm_source</a></p>	2, 6



ensuring access for all pupils. Subjects, and ensure subjects and enrichment activities are accessible to all pupils		
<b>Budgeted Cost:</b>	£20,000 contribution	

### Target academic support for current academic year

Activity	Evidence that supports this approach	Challenge Number(s) addressed
<b>Learning Interventions:</b> Additional adult support for targeted interventions across year groups, including contribution to TA costs and teacher/SLT/SENCO-led booster groups in KS2.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&amp;utm_medium=search&amp;utm_campaign=site-search&amp;search_term=intervention">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&amp;utm_medium=search&amp;utm_campaign=site-search&amp;search_term=intervention</a>	2, 3, 5, 6
<b>Phonics interventions:</b> Ongoing investment in Little Wandle resources and training, with release time for staff to deliver targeted phonics interventions.	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy/">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy/</a> <a href="https://www.littlewandle.org.uk/about-us/our-impact/">https://www.littlewandle.org.uk/about-us/our-impact/</a>	2, 5, 6
<b>Educational Psychology (EP) Service:</b> Commissioned EP time for assessment, advice, intervention planning, and supervision to strengthen targeted academic support.	<a href="https://www.wandsworth.gov.uk/schools-and-admissions/schools-and-community-psychology-service/educational-psychology-information-for-professionals/">https://www.wandsworth.gov.uk/schools-and-admissions/schools-and-community-psychology-service/educational-psychology-information-for-professionals/</a>	1, 2
<b>Bookmark reading support – 1:1:</b> reading support for KS2 pupils working below expected levels to accelerate reading fluency and comprehension.	Research shows the significant impact reading ability can have on overall achievement, and the impact reading interventions such as Bookmark can have on pupils' progress. <a href="https://www.bookmarkreading.org/our-vision/our-impact">https://www.bookmarkreading.org/our-vision/our-impact</a> <a href="https://www.gi-assessment.co.uk/press-office/press-releases/new-study-highlights-the-importance-of-reading-to-the-whole-school-curriculum/">https://www.gi-assessment.co.uk/press-office/press-releases/new-study-highlights-the-importance-of-reading-to-the-whole-school-curriculum/</a> <a href="https://educationinspection.blog.gov.uk/2023/08/30/getting-all-pupils-reading/#principle-1">https://educationinspection.blog.gov.uk/2023/08/30/getting-all-pupils-reading/#principle-1</a>	5, 6
<b>Inclusion Projects and CPD:</b> Release time for middle and senior leaders to attend training and lead development work on inclusive practice as part of the Apple Inclusion Project, Wandsworth PINS Project, and ADHD Ambassadors Programme.	An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. <a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</a>	1, 2, 6

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>	
Budgeted Cost:	£60,000 contribution	

### Wider Strategies for current academic year

Activity	Evidence that supports this approach	Challenge Number(s) addressed
<b>Education Welfare Officer Support</b> – ½ day weekly support to monitor attendance, implement interventions, and engage families. EBSA training for the Inclusion Team.	Regular attendance is strongly linked to higher attainment. DfE research evidences the direct correlation between attendance and achievement. <a href="https://www.gov.uk/government/publications/link-between-attendance-and-attainment">https://www.gov.uk/government/publications/link-between-attendance-and-attainment</a>	4, 6
<b>Sport and Motivational Coach</b> – specialist PE teaching, after-school coaching, and mentoring to promote wellbeing, engagement and positive behaviours.	Sport and mentoring improve wellbeing, self-regulation, and academic outcomes..  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	1, 6
<b>Free and Subsidised Clubs</b> – funded or subsidised places for all PPG pupils in Years R–6, plus free breakfast and wraparound care for the most vulnerable.	Access to enrichment and extended provision supports wellbeing, attendance, and academic progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</a>	1, 6
<b>Subsidised Trips and Residential</b> – financial support to ensure all pupils can access curriculum trips and residential experiences.	Participation in enrichment activities broadens horizons and supports personal and social development.  (as above)	1, 6
<b>Therapeutic and Wellbeing Support</b> – part-time Dance & Movement Psychotherapist, ELSA provision, Lego Therapy and SENCO/TA-led nurture groups. Investment in nurture-based spaces, family support, and agency referrals.	Nurture principles and therapeutic support improve socio-emotional functioning, attendance, and learning. <a href="https://www.nurtureuk.org/research-evidence/international-journal-of-nurture-in-education/">https://www.nurtureuk.org/research-evidence/international-journal-of-nurture-in-education/</a>  <a href="https://www.kidsfirstservices.com/first-insights/the-link-between-therapy-and-academic-success">https://www.kidsfirstservices.com/first-insights/the-link-between-therapy-and-academic-success</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</a>	1, 6



<b>Learning and Behaviour Mentors</b> – providing targeted SEMH and behaviour support to improve engagement, attendance, and readiness to learn.	Behavioural interventions and adult mentoring improve wellbeing, behaviour, and attainment.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	1, 6
<b>Free Uniform and Learning Resources</b> – provision of uniform items and book bags for all children in receipt of PPG.	Improved sense of belonging and pride in school supports wellbeing and positive learning behaviours.	6
<b>Budgeted Cost:</b>	£62,000 contribution	



## Part B: Review of outcomes in the previous academic year (2024 – 2025)

### Pupil premium strategy outcomes

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

Desired Outcomes	Outcome
Pupils make at least expected progress in Reading, Writing and Maths.	<ul style="list-style-type: none"> <li>- End-of-year outcomes for disadvantaged pupils were significantly below those of their non-disadvantaged peers, with writing identified as a particular area of weakness. <ul style="list-style-type: none"> <li>• 20% of Reception PPG pupils achieved GLD (vs 64.9% of non-PPG).</li> <li>• By end of KS2, 20% achieved the expected standard in Writing (and therefore RWM combined).</li> <li>• 53% achieved expected standards in GPS, Reading and Maths — 25–29% lower than the cohort overall. This remains a key priority for improvement.</li> </ul> </li> </ul>
Pupils access high-quality first teaching that meets their needs.	Learning walks and observations evidenced improvements in inclusive teaching practice and adaptive approaches across the school. However, this was not yet consistent across all year groups, and the impact is not fully reflected in pupil outcomes. Continued investment in staff CPD and coaching remains a priority.
Pupils access targeted interventions to meet their needs.	A wide range of interventions were implemented across year groups, including Bookmark Reading, Little Wandle and FreshStart Phonics, Lego Therapy, and teacher-led booster groups. While these provided targeted academic and social support, the impact was variable, reflecting the need for tighter monitoring, sharper entry/exit data, and improved alignment with classroom teaching.
PPG attendance improves.	Attendance for disadvantaged pupils was 89%, broadly in line with the previous year and showing a slight upward trend. However, attendance remains below non-PPG pupils and national averages, with a high proportion of persistent absentees. This continues to be a whole-school priority supported by the EWO and Inclusion Team.
Pupils access a wide range of enrichment experiences.	Enrichment remains a strength of the school. Pupils benefited from an extensive offer including playground investment, wide-ranging clubs, wraparound care, music provision, and community partnerships (e.g. Apple Studios, local care homes, sports venues). These opportunities have enhanced engagement and cultural capital.
Pupils show improved confidence and engagement in wider school life.	Uptake of clubs and extra-curricular activities among disadvantaged pupils was high, supported by free and subsidised places. Pupil voice evidence indicates improved confidence, wellbeing, and enjoyment of school, with many reporting a stronger sense of belonging.