Pupil Premium Strategy Statement - This statement details our school's use of pupil premium (and recovery premium for the 2024-2025 academic year) 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	Alder Tree Primary Academy
Number of pupils in school	125 Pupils
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/2025, 2025/2026 and 2026/2027
Date this statement was published	30.11.24
Date on which it will be reviewed	July 2025, July 2026, July 2027
Statement authorised by	Kate Burton - Principal
Pupil premium lead	Sadie Cordingley-Vice Principal
Governor / Trustee lead	Agnieska Brewood

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£176,720
Recovery premium funding allocation this academic year	£0
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	£176,720

Part A: Pupil premium strategy plan

Statement of Intent

Each unit of work at Alder Tree Primary Academy is skilfully tailored to fulfil the needs of our pupils. The following four attributes have been identified by our staff as key priority areas, likewise they serve to improve the life chances of the disadvantaged.

Opportunity: We will provide our children with the opportunities that will enrich their lives and provide a clear context for what they are learning in school.

Communication: We will provide pupils with the chance to improve their vocabulary and oracy skills by identifying where the children can present, persuade or discuss their topic with their peers or others in the community in a confident and respectful way.

Empowerment: We will help guide the children into understanding that they have a voice and can make informed choices to help shape their community. The curriculum will help the children understand that they can make a difference to their world.

Connections: We will provide our children with the chance to connect to one another in their class, in the school and in the wider community.

All members of staff and governors are committed to meeting the pastoral, social and academic needs of every child irrespective of background. Alder Tree Primary Academy will adopt a responsive approach 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 follow the Alder Tree Primary Academy pupil premium key principles as outlined below.

Alder Tree Primary Academy Pupil Premium Key Principles:

Individualised Approach - The support put in place for pupils is designed to meet their individual needs. Some support maybe temporary; some will stay in place for longer. Interventions will be monitored and reviewed regularly to ensure maximum impact. No single intervention will provide a complete solution to a child's needs. Consequently, our approaches have many elements and are based on the specific and individualised needs of the children within our school community. In making provision for socially disadvantaged students, we recognise that not all our students who are, or have been in receipt of Free School Meals will be socially disadvantaged. Likewise, we recognise that not all students who are socially disadvantaged have been registered for Free School Meals. Wherever possible these children will also benefit from the additional funding for Pupil Premium. This provides the best opportunity for all pupils to succeed.

Relationship Based – At Alder Tree Primary we connect with our pupils and their families on an individual basis in order to understand their context. This in turn informs teaching approaches and whole school emotional wellbeing strategy. Teaching staff work closely with the pastoral teams to ensure that families are supported in a co-ordinated way.

High Expectations – We ensure appropriate provision and teaching and learning opportunities meet the needs of all our pupils, regardless of background or educational need, and aim to ensure the highest possible academic outcomes for every child. We ensure that we have the highest expectations of all our children irrespective of backgrounds or barriers to learning, in line with the High-Performance Learning ethos. We are mindful of not lowering expectations and aspirations for disadvantaged pupils, staff at all levels nurture and support all pupils to take pride in their individual achievements.

Evaluative Approach – A robust process and evaluation framework has been adopted by the Academy, involving all stakeholders. Such a robust evaluative approach allows leaders to accurately assess the impact and effectiveness of the Pupil Premium strategy, Changes and adaptations to practice and strategy can then be made in a timely manner to ensure overall positive impact. The Local Accountability Board will approve any Pupil Premium spending and review the impact of any spending, key Local Accountability Board members will be invited to be involved in the ongoing evaluation of the Pupil Premium strategy.

Evidence Informed – Research evidence is used to inform decision making. It is used by leaders to challenge assumptions and beliefs, not simply to justify decisions taken.

Quality First Teaching - At Alder Tree Primary our first and main focus in tackling underperformance of disadvantaged students is to ensure that all learners are taught by good or better teachers to ensure our children meet or exceed age related expectations. Teachers and co-professionals should have a shared understanding of the components of inclusive quality first teaching, specific to the subject they are delivering and their phase, with phase leaders ensuring that their daily practice and that of the teachers in their teams is inclusive and high quality for all. There should be memorable learning experiences in which all pupils, particularly the disadvantaged, are expected and encouraged to participate.

Independent Learning – Teaching and learning strategies at Alder Tree Primary aim to support independence and self-regulated learning through scaffolding. Our children should be explicitly taught how to effectively plan, monitor and evaluate their work. The implementation of High-Performance Learning as a key Teaching and Learning strategy serves to improve pupils' self-regulation and metacognition skills by teaching them advanced cognitive performances as well as values, attitudes and attributes.

Diagnostic Assessment - Diagnostic and formative assessment used by Alder Tree Primary Academy will be used to shape strategy and activity, not labels and assumptions about disadvantage. Regular formative assessment opportunities should be used to reshape learning and adjust teaching responsively so that misconceptions and gaps in learning can be addressed in a timely manner. As such, children develop belief in themselves as they have seen success in their learning.

High Quality Interventions - Sometimes additional intervention (pastoral, social and academic) is needed to ensure the performance gap is closed between different groups of students; data is carefully analysed to ensure intervention is carefully focused where it is most needed.

Ultimate Objectives

- That all children, irrespective of background or challenges faced, make good progress and achieve Age Related Expectations (ARE).
- That all children, irrespective of background or challenges faced, are well supported in terms of their personal wellbeing and mental health.
- That all children, irrespective of background or challenges faced, have access to inspiring and memorable learning experiences which enhance their cultural capital and life opportunities.

Key strategies to achieve these objectives:

- Improving the quality of teaching across the academy to ensure that all children have access to high quality wave one provision. This will be achieved through high quality CPD, coaching, team teaching and additional support from subject experts from across

- the White Rose Academies Trust, cluster networks and professional specialist teaching organisations.
- A focus on responsive teaching and activating deep thinking in pupils to allow teachers to reshape learning and address misconceptions in a timely manner.
- Assessments are responsive, reflective and rigorous in all subject areas so that teachers are using them confidently and effectively to make a difference to pupil progress and outcomes.
- Introducing and embedding active and collaborative learning strategies to support oracy in the classroom. This in turn will add additional scaffolding and support to children to help foster independence in their learning.
- Explicit teaching of vocabulary across the school.
- High quality phonics lessons and phonics interventions for targeted pupils – further improved through team teaching, coaching and high quality CPD opportunities for teachers and teaching assistants.
- Resourcing of teaching and learning materials to support the effective delivery of phonics, maths, reading, writing and PSHE.
- Developing a love of reading through continued funding of a resident storyteller and investing in developing the school library to ensure the books on offer are inclusive and diverse in their nature.
- Developing an EAL policy and strategy that focuses on induction, teaching, interventions, assessment and parental engagement of EAL pupils including new arrivals to the country.
- Explicit teaching of metacognition and self-regulation strategies.
- Providing high quality CPD opportunities for Teaching Assistants and regularly reviewing their deployment in line with EEF guidance.
- Providing high quality speech and language interventions.
- Providing high quality social and emotional health interventions.
- Further adapting the curriculum to ensure children's wellbeing is at the heart of all we do.
- Partial funding of residential opportunities
- Funding of additional enrichment opportunities to support children's cultural capital and life experiences.
- Attendance support and pastoral interventions
- Behaviour support and further CPD for all staff
- New opportunities and responsibilities for pupils including Pupil Leadership, Anti Bullying Ambassadors, Eco Committee, Play Leaders.
- Raising Aspirations through the High Performance Learning formal global community.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	While we have made good progress within supporting children with social and emotional issues, we have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment and overall wellbeing. This is due to the challenging and complex backgrounds many of our families come from. In particular, Mental Health of families is a challenge which effects the children's mental health.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. We want our pupils to be articulate and confident speakers. We have a significantly large number of EAL pupils and while assessments show that they are achieving as good as non EAL, we know that there are gaps in vocabulary and language throughout their school journey. A second part of the challenge is that we have a significantly higher than average mobility rate across school.
3	While assessments indicate that reading attainment among disadvantaged pupils at the end of Key Stage 2 is above National average and higher than non-pupil premium, this is not the case through school. Specifically, we have identified it lower at the end of Key Stage 1 and we want to close the gap sooner. 39% achieved ARE in reading at Key Stage 1 compared to 63% and 54% in Year 5 at the end of 2024. SEND pupils do not achieve as highly and in particularly this is the case for SEND pupils that are also disadvantaged.
5	While assessments indicate that writing attainment among disadvantaged pupils at the end of Key Stage 2 is above National average and higher than non-pupil premium, this is not the case through school. Specifically, we have identified it lower at the end of Key Stage 1 and we want to close the gap sooner. 39% achieved ARE in reading at Key Stage 1 compared to 59% non-pupil premium and 48% in Year 5 at the end of 2024 compared to 54% non-pupil premium. SEND pupils do not achieve as highly and in particularly this is the case for SEND pupils that are also disadvantaged.
6	While assessments indicate that maths attainment among disadvantaged pupils at the end of Key Stage 2 is above National average and higher than non-pupil premium, this is not the case through school. Specifically, we have identified it lower at the end of Key Stage 1 and we want to close the gap sooner. 45% achieved ARE in reading at Key Stage 1 compared to 70% and 68% in Year 5 at the end of 2024 compared to 68% non pupil premium. SEND pupils do not achieve as highly and in particularly this is the case for SEND pupils that are also disadvantaged.
7	Our attendance data over the last year indicates that attendance among disadvantaged pupils was 88.76%, the attendance of non-disadvantaged children 93.56%. The attendance of disadvantaged children was therefore 4.8% lower than that of non-disadvantaged pupils. Last academic year 35% of disadvantaged pupils were 'persistently absent' compared to 18.52% their peers. There was a 16.48% difference in the percentage of disadvantaged pupils who were persistently absent when compared to non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
8	Internal assessments and discussions with pupils and parents indicate that many of our children still lack opportunities outside of the curriculum. As such, there is a gap in cultural capital particularly prevalent amongst the disadvantaged.

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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • a significant increase in parental engagement and amount of support families receive that can be measured in referrals, cluster feedback and individual family feedback. • Students displaying the values, attitudes and attributes
To improve oral language skills and vocabulary, particularly amongst our disadvantaged pupils	Sustained improvements in oral language and range in vocabulary, evident through the triangulation of the following data resources: • Book scrutiny • Lesson observations • Ongoing formative assessment • EAL data
To improve reading attainment particular amongst our disadvantaged	KS2 reading outcomes in 2025, 2026 and 2027 show that more than 70% of disadvantaged pupils met the expected standard.
To improve writing attainment particular amongst our disadvantaged	KS2 writing outcomes in 2025, 2026 and 2027 show that more than 70% of disadvantaged pupils met the expected standard.
To improve maths attainment particular amongst our disadvantaged	KS2 maths outcomes in 2025, 2026 and 2027 show that more than 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: • the overall attendance rate for all pupils being no less than national average, with the attendance gap between disadvantaged pupils and their non-disadvantaged peers being in line or less than national averages. • the percentage of all pupils who are persistently absent being in line or below national averages and the figure among disadvantaged pupils being in line or below than national averages.
To increase cultural capital and engagement in extracurricular activities, particularly amongst the disadvantaged	Sustained improvement in cultural capital and enrichment opportunities offered to include; • A wide range of extra-curricular clubs including STEM, PE, Music and Art opportunities • Student Leadership opportunities. • Increased confidence and resilience in pupils

	- Residentials for Year 4- Year 6 which are well attended, particularly by the disadvantaged - Drop down and celebration days and theme weeks linked to values of Believe, Belong and Become to celebrate the community for which we serve. - Parent and pupil voice activities indicate that there are a range of exciting extra-curricular opportunities offered by the school.

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: £18,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve the quality of teaching and learning particularly surrounding responsive teaching: effective questioning and no opt out and whole class participation strategy so that teachers and TAs can identify and respond to misconceptions and provide effective Wave 1 interventions in a timely manner. Developing the Activating Deep Thinking Strategy through embedding formative assessment strategies that focus on strategies not techniques as part of the EFA project. Funding will go towards this project. To embed the marking and feedback policy, ensuring that feedback is in line with EEF and has maximum impact on learning outcomes and is done to move the learning on. This will show children responding to feedback and improving their work. Funding will be allocated to the ongoing programme of CPD and coaching to drive improvements in the quality of teaching and learning. This will follow the principles as outlines in the EEF Report into Effective Professional Development. CPD will embed the main principles of good teaching and learning and these will be embedded in all subjects: modelling and explaining, practice and retrieval and formative assessments. An instructional coaching cycle has been introduced to enable staff to feel supported and move on teaching to ensure all staff are good linked to the CPD provided. This is done collaboratively using instructional coaching with senior leaders. This year it includes all staff including support staff. Use of the walkthru resources to support the embedding of the above strategies and support coaching.	There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work. EEF – Teacher Feedback to Improve Pupil Learning EEF – Teaching and Learning Toolkit suggests that effective feedback has an impact of +6 The Great Teaching Toolkit - Evidence Based Education Embedding Formative Assessment - SSAT The Science of teaching presented in a visual WALK THRU putting evidence into practice by Tom Sherrington. Welcome to High Performance Learning - High Performance Learning (HPL) - Prof. Deborah Eyre	2,3,4,5

To continue the High Performance Learning <mark>Award through accrediting for the World Class Award; this enables us to join the Global community that provides CPD, support for leaders and</mark> recourses to implement advanced cognitive performances and specific work on feedback to pupils.		
To improve language development and comprehension across the school with a key focus on active and collaborative learning strategies, oracy, and the teaching of phonics. To improve use of vocabulary ion EYFS through interaction training and resourcing provision areas to promote interaction and use of language, specifically around use of vocabulary. To embed collaborative learning strategies and Kagan technics across the curriculum, providing children with more opportunities to practice their oracy skills and actively engage in their learning. To develop an EAL strategy by appointing an EAL lead that can develop and implement policy that focuses on improving teaching, assessment, induction and parental engagement of EAL pupils and new arrivals. The EAL lead will attend Inclusion Networks that we will buy into through the cluster. To embed the whole school approach to the teaching and assessment of phonics across foundation stage, key stage 1 and key stage 2. Funding will be used to gain fortnightly support from an English expert from the English Hub and use of the Central Trust CPD team. The Reading lead will start the National Professional Qualification for Leading Literacy to ensure we are using evidence of best practice and using this to support the leadership role. Funding will be allocated to CPD to support staff in the effective delivery of collaborative learning structures, explicit teaching of vocabulary and the further development of the whole school phonics programme.	Providing opportunities for pupils to work with peers to articulate their thinking, share knowledge and skills and address misconceptions through peer support and discussion can improve learning outcomes. [EEF – Collaborative Learning](#) [EEF	Communication and Language](#) [EEF – Teaching and Learning Toolkit](#) suggests that Collaborative Learning has an impact of +5 months on outcomes. [The Bell Foundation - Changing lives and overcoming exclusion through language education](#) Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. [Phonics	Toolkit Strand	Education Endowment Foundation	EEF](#) [Improving Literacy in Key Stage 2	EEF](#) [Improving Numeracy and Literacy in Key Stage 1 - trial	EEF](#) Beck 'Bringing Words to Life' emphasises the importance of robust vocabulary instruction when developing language instruction. Evidence surrounding the use of the Frayer Model can be found [here](#).	2,3
To improve the teaching of Maths and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access White Rose Maths resources and CPD (including Teaching for Mastery CPD). Assistant Head to lead on this area throughout school and will also gain release time to support	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: [Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)](#)	5

teachers to improve the effective use of teaching Maths. Use of the academy's School Improvement officer to drive improvement within this area by supporting the Maths Senior Leader and focusing on disadvantaged pupils.	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 The EEF Teaching and Learning Toolkit suggests that Mastery Learning can have an impact of +5 months. Mastery Maths has had a positive impact on outcomes for other schools within the White Rose Academies Trust.	
To improve the teaching of reading and foster a 'Love of Reading' through additional reading resources and experiences. We will fund teacher release time to embed key elements of guidance in school, to work alongside English Leads within our Trust and to engage in additional CPD. The English hub courses to support will be reading for pleasure, teacher leader group and the NPQLL for leading literacy. Whole school Guided Reading Approach to be implemented to ensure teachers have strong reading subject knowledge of reading, especially the pedagogy. High quality texts to be matched to support the curriculum. VIPERS reading progression checklists to be used across school to target specific gaps for disadvantaged pupils. Nursery Teacher to lead on promotion of the love of Reading through release time for story telling sessions and training with staff. Funds will be used to purchase a range of exciting, engaging and diverse school library resources which reflect the community we serve. Further funding will be allocated to working in partnership with parent/carers to help develop and foster a love of reading at home. Bilingual books will be purchased to promote the use of home language and reading for EAL parents.	The DfE Reading Framework emphasises the importance of fostering a love a reading and the impact it can have on children's emotional wellbeing. The Reading Framework Teaching the Foundations of Literacy 2021 The EEF guidance is based on a range of the best available evidence: Improving Literacy in KS1 Improving Literacy in KS2 The EEF recommendations for effective working with parents to support children's learning will be taken into account when developing the parental engagement strategy. EEF Recommendations for Effective Working with Parents to Support Children's Learning.	2,3,4
To explicitly teach metacognition skills through the High-Performance Learning strategy to develop children's independence and self-regulation. This will be part of the HPL FGC programme that we will buy into. Modelling, worked examples and WAGOLLs are used effectively throughout the school to scaffold up.	There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually,	1,2,3,4,5

	enabling them to manage their own learning and overcome challenges themselves in the future. EEF Teaching and Learning Toolkit suggests that Metacognition and Self-Regulation can have an impact of +7 months on pupil progress.	
Moderation cluster support and use of Alison Phillip grids and models of exemplar to support development and assessment of writing.		

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

Budgeted cost: £143,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
To facilitate additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive 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: Phonics	Toolkit Strand	Education Endowment Foundation	EEF	2,3,4
To continue to improve the quality of Phonics, Reading, Writing and Maths interventions delivered by Teaching Assistants through high quality resources and CPD opportunities and through the implementation of the EEFs Guidance into Making the Best use of Teaching Assistants. Ensuring interventions are happening across school by TA's every afternoon. Develop additional Breakfast and after school interventions for KS2 through the purchase of and effective use of Keeping on Track interventions. *Professional reviews will take place for teaching assistants to allow support and guidance to be provided.*	Guidance Report – Making Best Use of Teaching Assistants interventions based on a diagnostic assessment have a proven track record in raising attainment.	2,3,4,5
To use assessments precisely and strategically to target disadvantaged pupils to catch up. This will be using the Keeping on Track package that has an external consultant to work with leaders on Year 6 data to identify very specific next steps and what interventions then need to be done. Teaching assistants will then deliver after school Keeping on Track interventions for these pupils. This method will then cascade through school for pupil progress meetings to	Guidance Report – Making Best Use of Teaching Assistants Embedding Formative Assessment - SSAT	

identify pupils and guide teaching assistants into which interventions.		
To deliver social, emotional and mental health strategies in school. This will be the learning mentor who will received specific CPD on this such as: Mental Health First Aid training and other local authority courses to provide targeted one to one and group interventions. A further teaching assistant will continue THRIVE training and working one to one with selected pupils. Attendance officer will work with key children and families thet struggle with mental health to support with further referrals and specific group work.	Social and emotional learning | EEF School and college resources | Anna Freud MindMate Friendly and MindMate Champions	

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

Budgeted cost: £152,387

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that Social, Emotional and Mental Health is addressed in all aspects of school life through effective SEMH support, PSHE lessons and a whole school approach to mental health and wellbeing. (use of MIND up whole school lessons and Pol.Ed) To improve the quality of social and emotional (SEL) learning and the quality of SEMH support. This will be embedded with Emotion Coaching. SEL approaches will be embedded into routine educational practices and supported by professional development and staff CPD. To increase parental engagement through providing more effective communication, opportunities for collaborating and sharing as well as increased well-being support. E.g. stay and play sessions, coffee mornings, Cluster support sessions, foodbank, and PTA	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): EEF Social and Emotional Learning in Primary Schools Further evidence surrounding the significance of improving children's mental health and wellbeing alongside effective interventions can found within the following publications: Early Intervention Foundation Guide in Supporting Children's Social and Emotional Wellbeing as they Return to School EEF Social and Emotional Health review suggests that effective implementation of SEMH can have a positive impact of +4 months on academic outcomes.	1,6, 7

organised events. This also includes theme weeks based on the schools values which will provide a range of parental engagement activities as well as personal development resources. To become a Trauma Informed Organisation through the Compassionate Leeds Pilot Steering Group in Leeds. This will provide staff CPD, leadership support and family work.	Parental engagement | EEF (educationendowmentfoundation.org.uk) Working with Parents to Support Children's Learning | EEF (educationendowmentfoundation.org.uk)	
Whole staff CPD on behaviour management and protected characteristics. *To develop student leadership responsibilities through training such as play leaders, agents of change, student parliament, librarians, anti-bullying ambassadors.* To provide nurture and thrive lunchtime experiences for children to prioritise well-being at these unstructured times.	Alder Tree Primary Academy will provide a range of behaviour interventions in line with EEF guidance. Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	1, 6
To embed the principles of good practice set out in the DfE's Improving School Attendance advice and in line with the White Rose Academies Trust Attendance protocols and policies. This will involve training and release time for staff to develop and implement new procedures and the continued employment of the school's Attendance Officer. Vice Principal to lead on attendance with attendance officer and this will be prioritised across school. (EEF attendance plan showing full strategy)	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance - DfE	6
To continue the development of enrichment opportunities through part funding of residentials, extracurricular offers and Forest School. To provide enrichment activities linked to the ARTS to enable pupils to have experiences such as the theatre, ballet, dance workshops. Launch of the activities passport To invest in arts form to have a high quality music lessons.	The Impact of Residential Experiences on Pupil Progress and Attainment Report – University of Cumbria Every Child Should Initiative - The Farnley Academy My activity passport - GOV.UK	7, 8
Contingency fund for acute issues and Hardship Fund.	Based on our experiences and that of others within the Trust, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

To establish a thrive nurture provision on afternoons for complex SEMH pupils. This will include a pastoral teaching assistant to work alongside these children using boxhall targets to plan their curriculum. To use a learning mentor effectively to deliver evidence informed well—being interventions to support children with poor mental health that is providing as a barrier to their learning.	Louise put in some evidence Research & Evidence - NurtureUK EEF Social, Emotonal Strategies Social and emotional learning strategies | EEF (educationendowmentfoundation.org.uk) EEF blog: 'Five-a-day' to improve SEND outcomes | EEF (educationendowmentfoundation.org.uk)	1, 3 and 7

Total budgeted cost: £313,787

Pupil premium strategy outcomes

2025 results and analysis – Alder Tree Primary

Early Years Results – Good Level of Development (GLD) 2022 to 2025				
	2022	**2023**	**2024**	**2025**
School result GLD	**57% (16/28)**	**66% (23/35)**	**82% (24/29)**	**63% (20/32)**
National result	65%	67%	68%	**68%**

Year 1 Phonics screening check 2022 to 2025				
	2022	**2023**	**2024**	**2025**
School result	**76% (28/37)**	**63% (20/32)**	**66% (31/47)**	**79% (30/38)**
National result	76%	79%	80%	**81%**

Year 2 Phonics screening check 2022 to 2025				
	2022	**2023**	**2024**	**2025**
School result	38% (3/8)	67% (10/15)	45% (10/22)	57% (8/14)
National result		89%	92%	%

Key Stage 1 attainment summary July 2023 to 2025 (national results in brackets) All pupils						
	School and (national results) **at age related expectations**			**School and** (national results) **at greater depth**		
	2023	**2024**	**2025**	**2023**	**2024**	**2025**
Reading	71% (68%)	51% (71%)	55% (%)	29% (18%)	17% (18%)	12% (%)
Writing	63% (60%)	54% (62%)	52% (%)	5% (8%)	15% (8%)	5% (%)

(Maths	73% (70%)	61% (71%)	57% (%)	7% (15%)	32% (16%)	10% (%)
RWM	63% (56%)	51% (58%)	52% (%)	5% (6%)	15% (6%)	5% (%)

Key Stage 2 attainment summary July 2023 to 2025 (national results in brackets) All pupils						
	School and (national results) at age related expectations			School and (national results) at Greater depth		
	2023	2024	2025	2023	2024	2025
Reading	62% (73%)	73% (74%)	74% (75%)	19%	20% (28%)	24% (33%)
Writing	65% (71%)	73% (72%)	72% (72%)	12%	9% (13%)	12% (13%)
Maths	63% (73%)	70% (73%)	74% (74%)	16%	16% (24%)	26% (26%)
EGPS	58% (72%)	57% (72%)	58% (73%)	16%	20% (32%)	12% (30%)
RWM combined	56% (59%)	64% (61%)	66% (62%)	7%	7% (8%)	6% (8%)

2023 **Progress measures from KS1 to KS2**	2024 **Progress measures from KS1 to KS2**	2025 **Progress measures from KS1 to KS2**
Reading **+0.9**	Reading **– N/A**	Reading – N/A
Writing **+3.1**	Writing **N/A**	Writing – N/A
Maths **+1.0**	Maths **N/A**	Maths – N/A
Average scaled scores 2023	**Average scaled scores 2024**	**Average scaled scores 2025**
Reading 102 (105)	Reading 104 (105)	Reading 103 (106)
Maths 102 (104)	Maths 103 (104)	Maths 103 (105)
EGPS 101 (105)	EGPS 102 (105)	EGPS 100 (105)

EYFS – Summary:

This year 63% (20/32) children achieved a Good Level of Development (GLD). This is a 19% decrease on last year. Of the 12 children who did not achieve GLD, 9 children (28%) are SEND. 6 of the 9 children with an identified SEND need are pre-verbal and have or are waiting for an EHCP final draft. This is 19% of the entire reception cohort. Of the 6 who are identified as needing an EHCP (Education, Health and Care Plan) two families are wanting a specialist provision placement. When analysing the individual strands of the Early Years Curriculum comprehension is lower at 63%, when compared to word reading and writing at 72%. This is an area that will be focused on in the academic year 2025/2026 in Reception.

Phonics summary:

In June 2024, 82% of children in Reception moving to Year 1 achieved GLD and were on track in Read Write Inc (RWI). The result for the Year 1 Phonics Screening Check (PSC) 2025 was 79% and 63% of children also had a reading fluency level that met ARE.

Since the beginning of the academic year, 9 children have joined Year 1 and 56% of these (5/9) were working below ARE. 2 of these children were also preverbal. Over the year, all children who were working towards the expected standard of reading according to the RWI assessment thresholds have received 1:1 tutoring and have been closely monitored by group teachers, class teachers and tutors. Out of the 5 in year admissions who were working below ARE, 3 achieved a pass mark of 32 or higher in PSC 2025. Of the children in Year 1 who did not pass PSC (8/38 = 21%), 38% of them scored more than 16 and are expected to pass in the Year 2 resit group in 2026. One other child narrowly missed the halfway mark with a score of 14. Of the 7 children who passed PSC 2025 but didn't achieve ARE in reading fluency, 2 are preverbal, 1 was

admitted in Reception in the final weeks of July 2024 and 1 was an in-year admission this year with no prior schooling and English as an additional language.

There were 14 children in Year 2 compared to 22 children in 2024, and 57% (8/14) scored 32 or above. Only 2 of these children were in year admissions, and 1 had no previous experience of schooling or the English language prior to joining our school. 2 were also admitted in the final weeks of July 2024. Out of the 10 children who also attended Alder Tree for the majority of Y1, 6 received a pass mark of 32 or higher. Of the 4 children who also attended Year 1 but did not achieve a pass of 32, 1 has significant speech and language difficulties, 1 is a selective mute and 1 is a persistent absentee.

KS1 summary

At the end of KS1 the final assessments for Reading, Writing and Maths are as follows:

Reading 55%, Writing 52%, Maths 57% and the percentage of those achieving combined ARE is 52%. There is a slight increase of 4% in Reading, a decrease of 2% in Writing and a decrease of 4% in Maths and an overall 1% increase in the combined result. Greater depth is as follows Reading 12%, Writing 5% and maths 10%. Compared to 2024 there is a decrease in the percentage of children working at greater depth in Reading, Maths, and writing.

This cohort has also been significantly affected by mobility with 7 children joining the cohort over the year, of whom had no or little prior schooling and are new to English or had a SEND need. There were also 13 children who have left school during the academic year, 3 of whom were on track to achieve combined ARE.

In this cohort 14 children have been identified as having a special educational need and receive SEND support. There are two children in the cohort who receive significant support from outside agencies. 12 of the 14 children with SEND are on a Speech and Language pathway and receive a significant amount of additional support weekly. Eight children are also on the pathway for an Autism or an ADHD assessment.

KS2 summary:

Key Stage 2 SATs have continued to take an upward trajectory, beating last year's results by 4% at 66% Combined ARE. This was a huge achievement and we are absolutely thrilled by the result.

In Reading, 74% of pupils met expected standard (National 75%) with 24% of our pupils meeting a Greater Depth standard (up from 20% last academic year). In writing, 72% of pupils achieved the expected level (national 72%) with 12% of pupils writing at Greater Depth level. In Maths, 74% achieved the expected standard (national 74%) with 26% meeting a Greater Depth standard (up from 16% last year). We are delighted by all three areas and are particularly proud that the academy's drive to improve Maths provision across school has shown impact.

Multiplication Times table Check (end of Y4)- June 2025

Academic Year	2024	2025
20+ (80% or more)	63%	47%
25 (100%)	18%	19%

Performance Overview

A slight increase was noted in the percentage of pupils achieving full marks. However, the number of pupils scoring over 20 has decreased. Eight pupils scored between 17 and 19, just shy of the 20-mark threshold. If these pupils had reached 20, overall performance would have reached 65%. Three pupils scored zero:

- o Two are new to the school and may have significant SEND.

- o One pupil refused to answer any questions.

Teacher feedback highlighted some challenges - non-functioning computers during the final two weeks before the test.

Matrix we measure:

Female	93.09% - 174 Students
Male	93.97% - 163 Students
EAL/Not EAL	Has English as an Additional Language
SEN/Not	Special Educational Need identified
Pupil Premium/Not	Meets the Pupil Premium eligibility

2025 Whole school data:

	2022 ARE	2023 ARE	2024 ARE	2025 ARE
R				63%
Y1			82% End of R	60%
Y2		66% GLD	49% End of Y1	52%
Y3	57% End of Rec	44% EndY1	51% End of Y2	56%
Y4	61% End of Y1	63% End Y2	46% End of Y3	50%
Y5	52% End of Y3	33% End of Y3	45% End of Y4	64%
Y6	42% End of Y3	45% End of Y4	40% End of Y5	66%

This whole school ARE data for each year group shows how much progress has been made in each year group across the year. This data is significantly affected by student mobility in some year groups.

2025 Attendance and Mobility

	Attendance	No. of Children in year group	In Year Admission	In Year Leavers	Mobility rate In %	Out%
Rec	92.7%	32	7	4	0.21	0.12
1	91.8%	40	11	2	0.27	0.05
2	92.8%	42	7	13	0.16	0.30
3	91.9%	41	9	10	0.21	0.24
4	94.8%	44	8	8	0.18	0.18
5	94.7%	45	10	8	0.22	0.17

6	93.6%	50	4	7	0.08	0.14
Whole school	93.5%	294	56	52	0.19	0.17

Reception (July 2025)

Headline Measures

GLD	Attendance	Negative Behaviour Incidents	In Year Admission	In Year Leavers	No. of PP	No. Of SEND	No. Of EAL
63%	93%	15	7	4	3	8	15

Breakdown

Subject	Total	Male	Female	Pupil premium	Non PP	SEND	Non SEND	EAL	Non EAL
Cohort	32	15	17	6	26	8	24	15	17
GLD	63%	47%	76%	67%	62%	0%	83%	60%	65%
Word Reading	72%	67%	76%	67%	73%	38%	83%	67%	76%
Comprehension	63%	47%	76%	67%	62%	0%	83%	60%	65%
Writing	72%	67%	76%	83%	69%	25%	83%	60%	65%
Number	75%	73%	76%	83%	75%	38%	88%	67%	82%
Numerical Patterns	72%	67%	77%	83%	70%	25%	88%	67%	82%

<u>Year 1(July 2025)</u>

Headline Measures

Combined at ARE	Attendance	Negative Behaviour Incidents	In Year Admission	In Year Leavers	No. of PP	No. Of SEND	No. Of EAL
60%	91.8%	24	11	2	15	10	15

Year 1	Total	Male	Female	PP	Non-PP	SEND	Non-SEND	EAL	Non-EAL
Cohort	40	18	22	15	25	10	30	15	25
Combined	60%	50%	68%	53%	64%	40%	67%	47%	68%
Reading	63% GDS 4 10%	50% GDS 0%	73% GDS 10%	53% GDS 0%	68% GDS 10%	40% GDS 0%	70% GDS 10%	53% GDS 12%	68%
Writing	60% GDS 7.5%	50% GDS 0%	68% GDS 7.5%	53% GSD 0%	64% GDS 7.4%	40% GDS 0%	20 67% GDS 7.5%	47% GDS 6.7%	68% GDS 8%
Maths	68% GDS 4 10%	61% GDS 0%	73% GDS 10%	67% GDS 0%	68% GDS 2 7.4%	40% GDS 0%	77% GDS 4 10%	60% GDS 0%	72% GDS 12%

Phonics		67%	82%	<mark>70%</mark>	78%	78%	74%	67%	80%
GDS	8%	0%	14%	7%	8%	0%	10%	7%	8%

Year 2 (July 2025)

Headline Measures

Combined at ARE	Attendance	Negative Behaviour Incidents	In Year Admission	In Year Leavers	No. of PP	No. Of SEND	No. Of EAL
52%	91.2%	50	7	13	19	16	23

Breakdown

Year 2	Total	Male	Female	PP	Non-PP	SEND	Non-SEND	EAL	Non-EAL
Cohort	42	22	20	19	23	16	26	23	19
Combined	52%	59%	45%	37%	65%	44%	58%	48%	58%
Reading	55% GDS 16%	59% GDS18%	50% GDS10%	37% GDS 12%	70% GDS 20%	44% GDS 7%	62% GDS 23%	48% GDS 16%	63% GDS 11%
Writing	52% GDS 4.9%	59% GDS	45%	37%	65%	44%	58%	48%	58%
Maths	57% GDS 9.8%	64%	50%	47%	65%	8 50%	GDS 9.8%	52% GDS 5.6%	63%

		GDS 9.8%	GDS 0%	GSD 11.8%	GDS 9.5%	GDS 0%			GDS 5.6%
GDS	5%	9%	0%	5%	4%	0%	8%	9%	0%

Year 3 (July 2025)

Headline Measures

Combined at ARE	Attendance	Negative Behaviour Incidents	In Year Admission	In Year Leavers	No. of PP	No. Of SEND	No. Of EAL
56%	92%	63	9	10	16	10	18

Breakdown

Subject	Total	Male	Female	PP	Non-PP	SEND	Non-SEND	EAL	Non-EAL
Cohort	41	19	22	16	25	10	31	18	23
Combined	56% GDS (5%)	47% GDS (5%)	64% GDS (5%)	38% GDS (0%)	68% GDS (8%)	10% GDS(0%)	71% GDS (7%)	61% GDS (0%)	52% GDS (9%)
Reading	56% GDS (5%)	47% GDS (5%)	64% GDS (5%)	38% GDS (0%)	68% GDS (8%)	10% GDS (0%)	71% GDS (7%)	61% GDS (0%)	52% GDS (9%)
Writing	56% GDS (15%)	47% GDS (11%)	64% GDS (18%)	38% GDS (0%)	68% GDS (24%)	10% GDS (0%)	71% GDS(19%)	61% GDS (17%)	52% GDS (13%)
Maths	63%	58%	68%	50%	72%	10%	81%	61%	65%

	GDS-(12%)	GDS-(5%)	GDS-(18%)	GDS-(0%)	GDS-(20%)	GDS-(0%)	GDS-(16%)	GDS-(11%)	GDS-(13%)

Year 4 (July 2025)

Headline Measures

Combined at ARE	Attendance	Negative Behaviour Incidents	In Year Admission	In Year Leavers	No. of PP	No. Of SEND	No. Of EAL
49%	95%	82	8	8	15	10	23

Breakdown

Subject	Total	Male	Female	Pupil premium	Non PP	SEND	Non SEND	EAL	Non EAL
Cohort	45	24	21	15	30	10	35	23	22
Combined	49%	54%	43%	60%	43%	40%	51%	26%	73%
	GDS (7%)	GDS (8%)	GDS (5%)	GDS (7%)	GDS (7%)	GDS (10%)	GDS (6%)	GDS (4%)	GDS (9%)
Reading	58%	63%	52%	67%	53%	40%	63%	35%	82%
	GDS (20%)	GDS-(21%)	GDS- (19%)	GDS- (27%)	GDS (17%)	GDS- (20%)	GDS-(20%)	GDS (13%)	GDS-(27%)
Writing	49%	54%	43%	60%	43%	40%	51%	26%	73%

	GDS (7%)	GDS (8%)	GDS (5%)	GDS (7%)	GDS (7%)	GDS(10%)	GDS (6%)	GDS (4%)	GDS (9%)
Maths	53%	63%	43%	67%	47%	40%	57%	30%	77%
	GDS (16%)	GDS (13%)	GDS (19%)	GDS (20%)	GDS (13%)	GDS (10%)	GDS (17%)	GDS (13%)	GDS (18%)

Year 5

Headline Measures

Combined at ARE	Attendance	Negative Behaviour Incidents	In Year Admission	In Year Leavers	No. of PP	No. Of SEND	No. Of EAL
64%	93.46%	84	10	8	24	6	27

Breakdown

Subject	Total	Male	Female	Pupil premium	Non PP	SEND	Non SEND	EAL	Non EAL
Combined	64% 4% GD	64% 0% GD	65% 9% GD	60% 5% GD	68% 4% GD	0% 0% GD	69% 5% GD	63% 4% GD	67% 5% GD
Reading	69% 20%GD	68% 9%GD	70% 30% GD	65% 10% GD	72% 28% GD	0% 0% GD	73% 21% GD	67% 21%GD	71% 19% GD
Writing	64% 7%GD	64% 0% GD	65% 13% GD	60% 5% GD	68% 8%GD	0% 0% GD	69% 7% GD	63% 4% GD	67% 10% GD
Maths	70% 16% GD	68%	70% 14% GD	65% 10%GD	72% 20%GD	0%	74%	67% 17% GD	71%

		17% GD				0% GD	17% GD	14% GD

Year 6

Headline Measures

Combined at ARE	Attendance	Negative Behaviour Incidents	In Year Admission	In Year Leavers	No. of PP	No. Of SEND	No. Of EAL
66%	92.9%	89	4	7	31	12	25

Breakdown

Subject	Total	Male	Female	Pupil premium	Non PP	SEND	Non SEND	EAL	Non EAL
Combined	66% 6% GD	67% 7%GD	65% 5%GD	64% 7% GD	68% 4% GD	27% 9% GD	77% 5%GD	65% 5%GD	67% 7%GD
Reading	74% 20%GD	70% 18%GD	80% 20%GD	75% 16%GD	73% 24%GD	36% 9%GD	85% 22%GD	70% 23%GD	77% 17%GD
Writing	73% 9%GD	50% 18%GD	79% 21%GD	68% 16%GD	68% 24%GD	18% 9%GD	80% 22%GD	73% 23%GD	63% 17%GD
Maths	70% 16%GD	55% 18%GD	82% 18%GD	71% 19%GD	72% 16%GD	81% 9%GD	84% 20%GD	81% 23%GD	63% 13%GD

The data shows that pupil premium children by the end of their time at Alder Tree primary close the gap on non-pupil premium children and this also includes in greater depth for the first time. Through out Key stage 2, this is also the case that pupil premium children are achieving higher inline with non-pupil premium. In year 3, it is not the case as In Ks1; Pupil premium children still under perform. We know that there are increasing numbers of SEND pupils and mobility within these classes . However, they will remain a priority for enabling pupils to make better sustained progress.

Narrative of actions taken place 2024/25:

Pupil well-being:

The academy has continued to implement and have a strong whole school PHSE scheme of work using CORAM Life Education SCARF (Safety, Caring, Achievement, Resilience and Friendship) that incorporates Relationships Education) that is taught weekly following sequences of learning and building on prior knowledge throughout the years. The subject lead of this receives support in monitoring and evaluating this through learning walks, pupil voice and CPD. The academy conducts the 'My Health, My School survey' in which we adapt an action plan for each year in response. The Pol -Ed curriculum, which is a police and education programme, that teaches children how to keep safe in the community has been successful with teacher confidence in delivering these sessions increased. Alongside this, we have implemented a whole school mindfulness approach using Mindmate lessons and well-being days. The academy's Designated Mental Health Lead has worked alongside the TRUST director of safeguarding to devise a whole school Mental health and well-being strategy. This has involved a working party to incude the Vice Principal, senco, learning mentor and the DHML. The academy is a high user of the Cluster well-being support sending individual referrals for well-being one to one sessions and family support. The academy has collaborated with Mind mate to offer one to one, group work and referrals to work with families. The learning mentor has continued to offer pastoral interventions on a regular basis both one to one and group work. She works closely with both the DSL and SENCo to review each child's needs. Staff received training and this hugely improved behaviour and as a result, well-being of pupils.

Parental engagement:

The parent teaching committee continue to be actively engaged with school and are proactive at organising events to raise funds and engage parents. These events have included Halloween discos, Christmas parties, Easter Family event and a Summer Teddy Bear's picnic. In addition to these, we had calendared in half termly coffee mornings to allow opportunities for parents to come in to ask questions and discuss areas to improve alongside a theme such as Online Safety or Reading/phonics. We have put sessions on after school to give parents a choice and update the website for those parents unable to come in person. The academy now communicates through the app and email as well as the website to ensure communication is effective. In addition, we have changed the homework challenges to support parents to support pupils based on evidence of the impact. Another effective activity this year was being part of the Intergenerational Project and as an academy we have organised several activities for the whole extended families to join in such as: Intergenerational lunch and story times. The Values week of Believe, Belong and Become have a strong parental engagement at the end of the week celebration events with the culture day of Belong week being an exceptionally high turn out and strong sense of community cohesion.

Next steps 2025/26
- Further Implement Emotion Coaching as a common language to use alongside the whole school behaviour approach through training and support, especially with new staff to ensure consistency remains.   - Become a Trauma informed school through the Compassionate Leeds Pilot Steering Group   - Increase parental engagement in school with a focus on learning through workshops, curriculum newsletter and opportunities to spend time in classrooms as well as further opportunities for learning meetings.   - Increase student leadership opportunities in school to develop key values, attitudes and attributes within our students. This will include play leaders, school parliament, reading ambassadors, STEM ambassadors and well-being ambassadors.   - Mental health Champions training to be given to well-being ambassadors

- Continue whole school well-being days using MIND up and Pol Ed curriculum.
- Thrive lunch club for those children that find the playground difficult.
- SEMH interventions to be consistently delivered and reviewed using SDQ's to evaluate. This will include further training for the learning mentor such as Mental Health First Aid training.
- Designated Mental Health Lead to have a Mental Health Strategy to increase this further and a working party that will decide actions to implement the above.

To improve oral language skills and vocabulary, particularly amongst our disadvantaged pupils

Sustained improvements in oral language and range in vocabulary, evident through the triangulation of the following data resources:

Narrative of actions taken place 2024/25

- CPD in relation to improvements in oral language has been delivered to all staff with a focus on Collaborative Learning structures to help structure the effective use of classroom dialogue have been delivered to all staff, alongside the introduction of the Frayer Model for the explicit teaching of vocabulary. There has been an increase in the opportunities for pupils to work with their peers to articulate their thinking, share knowledge and skills and address misconceptions through peer support and discussions. Strategies such as 'work through me', 'speak for my team', 'gather and share', 'think, pair, share' have been adopted at a whole school level and implemented through deliberate practice. The academy also uses 'say it again, better' and 'agree, build, challenge' to help structure effective classroom dialogues.
- The academy still continues to have HPL status as a High Performing Learning school (HPSA)
- In Moderations of writing, vocabulary has been identified as a strength in books.
- We have created more performance opportunities within each year group
- The curriculum now implements sentence stems, which has improved use of oracy within the classrooms
- Vocabulary is displayed in all classrooms and used by children.

Next steps 2025/26
- CPD to still continue to focus on this specifically around vocabulary across the curriculum.
- Use of ACP (advanced cognitive performances) are used to promote articulation and thinking skills in pupils and the VAA's (values, attitudes and attributes) to promote confidence.
- Further speaking opportunities across school (outside of the classroom)
- Flexible timetables and CPD on the curriculum to ensure learning includes children having opportunities to speak the curriculum and not just write (use of Mary Myatt and Emma Turner curriculum specialists)

To improve reading attainment particular amongst our disadvantaged

To improve reading progress and attainment of all, especially disadvantaged with an increasing number of pupils each year achieving ARE or above.

Results in the summary table show the impact on pupil premium pupils starting to have an impact.
Narrative of actions taken place in 2024/25
- Love of Reading made visible all around school through classroom book corners and displays. Love of reding CPD using DFE framework guidance shared with staff. As a result, the DEAR (drop everything and read) strategy used with pupils and parents.
- A range of texts have been added to the academy's library. and classrooms.
  - Standardized assessments for reading are now used confidently used by staff.
  - Reading CPD prioritized on the CPD schedule using evidenced informed strategies.
  - SEND interventions have prioritised reading.
  - Year 6 Keeping on Track Interventions for reading
    - Read , write , inc phonics introduced and embedded with a reading leader appointed a TLT to ensure the effectiveness of this strategy. Support from the English HUB

half termly to coach the reading leader and staff and deliver CPD. As a result, we developed systems for the effective quality assurance of reading with a focus on ensuring that books are carefully matched to pupils reading ages and as such maximizes progress. Use of support from the English Hub and trust to support this.

- EAL lead attended LLA Inclusion CPD all academic year and delivered CPD and guidance to staff on how to support EAL learners in class.

- The Trust Network Literacy meetings were attended and used as expertise for guidance

Next steps for 2025/26

- We have a specific Reading implementation plan based on the EEF to ensure the Love of reading is permeated through school through a child and parent focus. This gives very specific details on each implementation activity.
- Read, write, Inc will be in its third year so there will still be a focus on ensuring this is implemented rigorously and effectively. The reading leader will be given time and guidance through senior leaders, the trust and the English HUB to continue leading and coaching and ensuring fidelity to the program. 1:1 coaching of phonics in reception by teaching assistant to enable gaps to be addressed.
- Reading progression checklists to be used as a tool for planning and to enable accurate assessments across school
- EYFS lead to focus on interaction as a key priority in EYFS in addition to phonics to promote language which we know has a direct impact on reading progress. The aim is to have a language enriched environment through provision and interaction.
- EAL lead to be in place to review, monitor and implement EAL strategies that will include induction, QFT, interventions and parental support to ensure all EAL pupils make progress. This will include use of bilingual recourses (i.e. books)
- Story teller lead to promote the use of the library with librarians; ensuring books meet need; parental engagement and continue with intergenerational project.

To improve writing attainment particular amongst our disadvantaged
Sustained improvements in writing outcomes across the academy, so that in 2024/25 more than 70% of disadvantage pupils meet the expected standard in writing

Results in the summary table show the impact on pupil premium pupils starting to have an impact.

Narrative of actions taken place 2024/25:

- Quality texts bought to support writing.
  - Writing CPD through whole staff CPD and then one to one support through year group by the English Lead Assistant Head. Responsive teaching to Writing (marking and feedback) to be a focus for CPD and class support
  - Continuous Professional Development on use of Success Criteria in lessons
  - Moderations conducted within the academy and as part of the cluster.
  - Spelling programme implemented in Key Stage 2.

Next steps for 2025-26

- Enquiry based learning approach CPD to create cross-curricular writing opportunities.
- Quality texts (novels) to be re-evaluated to check for high quality and raise aspirations.
- Continue with the implementation of the writing cycle, use of success criteria and feedback.
- Moderations to be a key focus across school-focus on Greater Depth writing and what this looks like.
- Handwriting priority across school and a review of what is happening and what we need to do next from EYFS to Year 6.
- Grammar CPD and support in place and will include a grammar progression across school. Making a grammar progression document for teachers to become knowledgeable and confident so that grammar is explicitly taught throughout school. Time will be created for this within the day as discrete grammar lessons

- Reading and CPD on the writing framework

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To improve Maths attainment particular amongst our disadvantaged
Sustained improvements in Maths outcomes across the academy, so that in 2024/25 more than 70% of disadvantage pupils meet the expected standard in maths:

Narrative of actions taken place 2024/25:

- White Rose adapted and adhered to consistently. CPD sessions focused on Maths Sequence of learning and how to move learning on. This included Deliberate practice. Maths was a key focus of the coaching cycle.
- Use of models and images introduced and CPD provided to use in lessons
  - Y6 Keeping on Track groups for Maths
  - Formative assessment CPD focuses on Maths too prioritise check for understanding
  - CPD included Deliberate practice to improve teaching

Next steps for 2025/26

- Models and Images to be a focus of review and CPD for staff
- White Rose Maths Hub specialist teacher training
- EYFS lead to work with Maths lead to improve Maths in EYFS (provision, teaching and resources)
- Interventions to happen frequently to ensure Maths Mop up picks up misconceptions rapidly

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To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.		
• Sustained high attendance demonstrated by:	• The overall attendance rate for all pupils being no less than national average, with the attendance gap between disadvantaged pupils and their non disadvantaged peers being in line or less than national averages. • The percentage of all pupils who are persistently absent being in line or below national averages and the figure among disadvantaged pupils being in line or below than national averages.	Attendance for whole school: 2023/24 was: 93.33% 2024/25: 92.6% Persistent absentees was 27.7% Attendance for disadvantaged was 93.9% compared to 90.9% of not disadvantaged.

Narrative of actions taken place 2024/25:
- Principal and attendance lead have ½ termly meetings looking closely at data. Hold panel meetings with parents to discuss their child's attendance- focusing on the PA children. Families being fined if they have unauthorised holidays, poor attendance. Working closely alongside Cluster attendance leader.
- Incentives and rewards have been introduced within the academy
- tracking and impact of strategies to improve punctuality.
- Working with the Central Trust 2% club
- Attendance Deep Dive by Trust colleagues. Attendance network and Keeping in touch days happen half termly
- Continue to promote good attendance through assemblies, pupil progress and parent meetings.
- Attendance officer to provide weekly analysis to SLT and breakdown pupil premium pupils
    Early help to be put into place for PA where appropriate to break down barriers to learning
    Student experience is an incentive to make children want to come to school.

Next steps for 2025/26

- Vice Principal is now leading on attendance with the Principal having over sight for accountability and support. There is still an operational attendance lead in addition to this. New Trust Vice Principal responsible for attendance. There is a strong aligned team around attendance.
- Astar solutions attendance data system used across all academies to effectively monitor data and have an efficient staged approach.
- Attendance Implementation Plan to ensure:
  Rigorous, unwavering processes are in place for tracking and monitoring attendance.

To increase cultural capital and engagement in extracurricular activities, particularly amongst the disadvantaged

• Sustained improvement in cultural capital and enrichment opportunities offered to include;	• • A wide range of extra-curricular clubs including STEM, PE, Music and Art opportunities • • Residentials for Year 4- Year 6 which are well attended, particularly by the disadvantaged • • Drop down and celebration days to celebrate the community for which we serve. • • Parent and pupil voice activities indicate that there are a range of exciting extra-curricular opportunities offered by the school.	Curriculum days to support curriculum e.g. fun fair, gladiator day This has increased and pupils have stated this as a strength of what they enjoy about school in surveys. This continues to be an action. Use of values theme weeks on Believe, Belong, Become that provided personal development activities Use of whole school student surveys to ensure that the extracurricular offer reflects their interests, the offer is reviewed in light of this and as such participation levels increase. Weekly assemblies focused on cultural capitals with a range of visitors delivering Music offer through ARTS form including Ukelele lessons, singing and weekly specialist music lessons.

Next steps for 2025/26

- Student passport for enrichment activities that above and beyond the classroom. These will include a wide personal development offer
- Student leadership opportunities further improved
- A creative curriculum that is still rigorous and children can articulate their learning. This is lead by the new curriculum lead and uses expertise from outside specialists such as Mary Myatt and the Teacher's Collection.

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	Provider
White Rose Maths	Trinity Mat
Purple Mash	2Simple
Accelerated Reader	Renaissance
Chatter bugs	Speech and Language

Additional Activity

The Alder Tree Primary Academy pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Breakfast Club – Alder Tree Primary Academy receives additional support from Kellogg's and Greggs to ensure all children have access to a free breakfast. Such support is essential given research carried out by Main in 2018 which discovered that children from low-income households were 4.5 times more likely to have not eaten enough. Free access to Alder Tree Primary Academy Breakfast Club helps to prevent child hunger, improve attendance and lateness to school and helps ensure that children are ready for learning. Jacoby et al., 1996; Powell et al., 1998 and the Education Endowment Fund trial of the Magic Breakfast programme saw an increase in reading ability of between +1 month and +2 months following the free breakfast programme.
- Wellbeing Hub and Sensory Room – Alder Tree Primary has been successful in securing additional funding to develop an on-site Sensory Room to support children with Social Emotional and Mental Health issues.
- Learning mentor-the school appoints a learning mentor to work with pupils every afternoon for mental health and well-being interventions. During the morning, they work on safeguarding and supporting families.
- Cluster Support - The Cluster services allow Alder Tree Primary Academy to access additional support with Attendance services, Mental Health and Punctuality.
- Mind mate-delivering parent and child well-being sessions
- Forest school- weekly support to work with disadvantaged pupils
- Uniform Support – Alder Tree Primary Academy provide all children with free uniform, PE kit, water bottle and book bag when commencing their time at the academy. For families in need additional uniform is provided on request. The Academy has recently invested in black pumps to ensure all children can conform to uniform expectations regardless of economic need.
- Mental Health Lead – Additional funding from the DFE for a SEMH lead has been secured to provide additional CPD and qualifications for a member of teaching staff to become a trained mental health professional.

Planning, Implementation, and Evaluation

In planning the 2024-2027 pupil premium strategy, we evaluated why activity undertaken in previous years and reflected on the external review conducted previously.

Alder Tree Primary Academy triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, students and teachers to identify the challenges faced by disadvantaged pupils.

Alder Tree Primary Academy looked at several reports, studies and research papers which focused on the effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. The ATP Pupil Premium strategy has been heavily influenced by the work

of Marc Rowland and his publication 'Addressing Educational Disadvantage in Schools and Colleges'.

In 2022/23 the White Rose Trust appointed a Disadvantaged Network Leader for the academic year. The Disadvantaged Leads in each academy met termly to evaluate practice and look at the latest evidenced informed research as well as provide support to further improve disadvantaged practices. As part of this, the academy, conducted a Disadvantaged audit tool and have actioned each area of improvement. We have also been part of the EEF Pupil Premium Network within Leeds which meant we were able to attend full day training sessions on the EEF implementation and received an EEF expert leader in pupil premium that came into school to help us strengthen our academies implementation plans and practice even further.

Alder Tree Primary Academy used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. The Pupil Premium lead will carefully monitor the Pupil Premium data and liaise with teaching and co-professionals to ensure interventions are personalised and are targeted to individual children's need.

A robust evaluation framework will used to evaluate the impact of the Pupil Premium Strategy. Alder Tree Primary Academy will use the evaluation framework developed by Professor Thomas Guskey to look for evidence of impact, not to prove that it has been successful. The evaluation framework will in place for the duration of our three-year approach and we will adjust our plan over time to secure better outcomes for pupils.