



Pupil premium strategy statement Alston Primary School

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	Alston Primary School
Number of pupils in school	92
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2028/2029
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Rob Dawson, Headteacher
Pupil premium lead	Claire Reed, Deputy Headteacher
Governor / Trustee lead	Pat Sharples

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£31780
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	£31780



Part A: Pupil premium strategy plan

Statement of intent

Co-located with Samuel King's School on the Church Road site in Alston, the School has strong community links and is very much a central part of life in the area. We have strong links to the local Church and various other community groups and are privileged to have a team of local volunteers who also come in and work with our children. Our active PTFA organises any number of activities and events for the children – both in and out of school.

We have four classes.

- Park Fell= Reception Class
- Cross Fell= Year 1 and 2
- Middle Fell= Year 3 and 4
- Flinty Fell= Year 5 and 6

The site is a busy one with the Alston Pre School located in the building as well as Family Hub activities overseen by Westmorland and Furness. We believe that the presence of these two organisations really strengthens what we can offer to our families and the wider community.

Alston Primary School is a friendly school that offers a family feel environment where everyone knows each other's name. We take pride in our flexible approach to teaching, providing a curriculum that is tailored to meet the needs of all our learners.

Our school prides itself on the strong relationships built between staff, students and parents. We believe that success is a shared responsibility, and so we work collaboratively with parents to provide the best educational experience for our students. Our school is committed to providing a safe and nurturing environment where students are supported to become confident and independent learners.

We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils' learning and staff at every level speak with one voice about our ambition for all our pupils and they all fully understand part they play in addressing educational disadvantage.

Our Deputy headteacher and SENDCo, Claire Reed, is responsible for Pupil Premium in our school. Miss Reed works onsite and through Miss Reed's leadership capacity, and close working relationship with Mrs Helen Allinson, there is a sharp focus on the quality of pupils'



learning experiences. The Senior Leadership team (SLT) play a significant role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance. SLT allocate time to our staff for collaborative team planning, teaching, and modelling by spending time in classrooms to provide on the spot coaching, training, and immediate feedback to develop practice. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

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

Challenges

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

Challenge number	Detail of challenge
1	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. The oral language skills of disadvantaged pupils is generally lower than that of their peers and teacher assessments suggest that pupils particularly struggle with articulating views, engaging in dialogue and using a wide range of vocabulary.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils throughout the school generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. 7% of the 2024/2025 cohort we identified as disadvantaged
3	Internal and external (where available) assessments indicate that mathematics attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Due to our rurality many of our pupils are not accessing quality physical development opportunities other than physical education sessions in school. This has had an impact in early years for fine and gross motor development. In later years this has impacted on the physical skills, healthy lifestyles and wellbeing.
5	Attendance has been a focus on the PP statement for the past 3 years and work to improve this is now having a positive impact. The 2024/2025 attendance data shows that disadvantaged children had an average attendance of 94.9% + 4.02% from 2022-2023 and +2.81% above National Average When analyzing persistent lateness data for disadvantaged children since the start of the academic year of 2024/2025, disadvantaged children accounted for a significant number of minutes late into school, averaging at 67 minutes late over the academic year. The data from 2024/2025 shows that this has significantly improved, and the number of minutes late has reduced by an average of 20 minutes.



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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, observations, book scrutiny, pupil voice and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/2026 will show that more than 66% or more of disadvantaged pupils will meet the expected standard. For all pupils to meet the expectation of the PSC by the end of key stage 1.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/2026 will show that more than 66% or more of disadvantaged pupils met the expected standard. For the average score in the MTC to be above 23 for disadvantaged pupils
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/2026 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/2026 demonstrated by: • the overall absence rate for all pupils being no more than 5% • The overall punctuality of disadvantage pupils will reduce significantly

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. NFER Testing materials and online analysis	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 4, 5
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF Oracy APPG FinalReport 28 04 (4).pdf (inparliament.uk)	1
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	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:	3

We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 North North West Maths Hub (nnwmathshub.org.uk)	
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Jigsaw PHSE programme will be used through the school from EYFS to UKS2 ELS training and delivery of bespoke sessions 1:1 and small group	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.pdf(educationendowmentfoundation.org.uk)	5
Developing self regulation skills in pupils. This will involve ongoing teacher training and INSET Team Teach strategies and training including online CPD materials Access to CPD through online Educare modules Mental Health training delivered by Westmorland and Furness In house sessions for children MDS training and expectations	Teaching behaviour management strategies to classroom staff can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on pupil attainment Improving behaviour in schools (educationendowmentfoundation.org.uk)	5



Analysis of behaviour data		
Subsidising extra curricular trips and activities	Pupils across all ages groups are able to request support for extra curricular or residential trips. These fall within two categories. Curriculum: these are compulsory and link directly to a programme of study e.g. a site study for controlled assessment/coursework purposes - Enrichment: these are optional and may link to a programme of study or offer other enrichment benefits e.g. a residential trip abroad with cultural visits	4, 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cascading of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Literacy Hub partner school. CPD for Deputy Headteacher and Reading Lead Quality texts Home/School reading links	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) Oracy APPG FinalReport 28 04 (4).pdf (inparliament.uk) WellComm - GL Assessment (gl-assessment.co.uk) Use of CLPE literacy materials to broaden vocabulary	1, 4
Small group & individual teaching for pupils who need to catch up. A significant proportion of the pupils who receive small group teaching will be disadvantaged, including those who are high attainers.	Small group and one-to-one tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. one-to-one: Teaching and Learning Toolkit EEF And in small groups: One to one tuition EEF Small group tuition EEF	1, 2, 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Literacy Hub partner school. CPD for Deputy Headteacher and Reading Lead	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.	2 TA hours Reading lead days

	Phonics EEF	Coaching for staff development
To continue to foster a love of reading through enrichment opportunities, including wider family intervention such as Book Buddies, Library visits, Reading cuddly toys with records to be sent home, book swaps, book fairs	Introduction of reading activities outside the literacy curriculum to broaden reading experiences. The reading framework	
Implementing additional physical development opportunities for EYFS children who have limited access to physical activities. Enabling fine and gross motor development. LP to visit Gilderdale Forest school Nursery Weekly Forest School sessions for whole school	Support targeted at specific children to support pupils who have limited access to large spaces to develop their physical development. Physical development opportunities Education Endowment Foundation EEF	4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. INSET training	Both targeted interventions and universal approaches can have positive overall effects:	5

	Behaviour interventions EEF (educationendowmentfoundation.org.uk) Team Teach strategies and training including online CPD materials Access to CPD through online Educare modules Mental Health training delivered by Westmorland and Furness In house sessions for children MDS training and expectations Analysis of behaviour data	
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Our school SENDCo will take on a wider role and focus on attendance and lateness to school. This will be supported by the Local Authority attendance officer. A more robust system will be in place to identify poor attendance. Strategies will include a robust attendance action plan with actions including communication with parents, attendance panel meetings and closely monitored attendance action plans. FPN for more than 5 days term time holiday in 12 month period Attendance incentives and recognition	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Breakfast club Work with WAF Inclusion Officer Wrap around care introduction September 2025	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside	All



	to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2024 academic years.

We have continued work on attendance this year through a more robust system and additional capacity was delegated to our SENDCo as part of the disadvantage strategy. Disadvantaged pupils' attendance has been lower than that of non-disadvantaged but has improved and for 2024/2025 was -0.3% compared non-disadvantaged.

Academic year	All	PP
2022/2023	94.84%	91.88%
2023/2024	96.88%	95.42%
2024/2025	95.66%	94.74%

NFER assessments were used during three checkpoints of the academic year for years 1, 3, 4 and 5. Children in years groups 2 and 6 completed NFER assessments at two checkpoints and the KS1 and KS2 teacher assessments and National Curriculum tests were used as an assessment tool during the summer term as the third checkpoint. Using the NFER data analysis tool we have been able to identify that the majority of disadvantages pupils have made progress which is inline or above national expectations of progress between checkpoints.

Power of Reading has been used as the main tool for literacy planning across the school. Teachers have rewritten the long terms plans to incorporate cross curricular literacy themes which has shown positive results across the school. With the changes in the way literacy is planned and taught alongside enhancements such as author visits, library audits and upgraded technology and resources we have been able to tailor the teaching of reading and writing for each cohort. For example, themes such as superheroes in KS1 have been designed to appeal to the interests of disadvantaged groups. Online based programme such as Spelling Shed have been used as a tool to develop spelling across the school with children from year 1 to year 6 accessing both in school and at home.

We have continued to use White Rose Maths as a tool to plan maths sessions and staff have attended White Rose Maths Hub training and materials to build on their CPD. We have cross federation links and moderation in place to ensure high quality teaching of maths.



This has been supplemented by the use of TTRockstars as an online tool that children can access both in school and at home. We have found that disadvantaged children are motivated and engaged by online resources.

Read, Write Inc Phonics continues to be our main method of teaching phonics. Bev Brown, our Reading Lead, continues to coach and develop reading and phonics and moderate between our federation links. Bev Brown spends time in each classroom working alongside phonics teachers to ensure that phonics continues to be a priority across the school. She also meets with an Advisor from RWI. Staff are trained using current materials at regional training events. We have been selected to become a Literacy Partner School by the DfE Literacy Hub this year due to our recognised commitment and development in Literacy and Phonics.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted during the COVID-19 pandemic. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required and continue to do so. We are continuing to build on that approach with the activities detailed in this plan.

Further information (optional)

Programme	Provider
Oracy Project	Voice 21
Standardised tests	NFER
Power of Reading	CLPE
White Rose Maths	White Rose Hub
Read Write Inc Phonics	Ruth Miskin Training
PHSE	Jigsaw
Lexia Core 5	Lexia
TTRockstars/Numbots	TTRockstars
Spelling Shed	The Literacy Shed

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant knowledgeable thoroughly recommendation benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- The offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be prioritised and supported to participate. This includes access to clubs, residential trips for Years 3-6
- Access to Forest school for whole school

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

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

We looked at a number of reports, studies and research papers about 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 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.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

