



Pupil premium strategy statement: William Alvey School September 2024 - July 2027

This statement details our school's use of pupil premium funding (and recovery premium) for the pupils from September 2024 to July 2027 to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in these academic years and the effect that the spending of pupil premium has had within our school.

School overview as of Autumn 2025

Detail	Data
School name	William Alvey School
Number of pupils in school	585
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2027 with annual reviews throughout the term of the plan. Our next annual review will be in November 2026.
Statement authorised by	Shaun Farrington – Headteacher
Pupil premium lead	Sian Lee - DHT
Governor / Trustee lead	Samantha Turner and Dom Fieldhouse-Gray



Funding overview

Detail	Amount
	2025/2026
Pupil premium funding allocation this academic year	£266 225
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£266 225



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our intent is closely aligned to our vision which aims to ensure all children reach their full potential, so they can live 'life in all its fullness' (John 10:10).

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 main aims are set out below:

- To maintain the strong outcomes of our PP children in reading, writing and maths through quality first teaching and targeted academic support.
- Ensure PP children are ready to learn because their emotional wellbeing and mental health needs are met.
- Ensure PP children have strong levels of attendance.
- Increase and expand the life experiences of PP children.



Challenges

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

Challenge number	Detail of challenge
1	Attainment in reading, writing and maths. Because of their starting points, the progress of our PP children needs to be accelerated during their time at the Alvey so we narrow the gap between them, and their non-PP peers nationally, by the time they leave Y6.
2	Readiness to learn. Many PP children come from families that struggle financially. This can mean some PP children do not get enough food or the right types of food. It can lead to high levels of anxiety and stress. In more extreme cases, it requires support from social care. Of the 23 children supported by social care in 2024/25, 22 were entitled to PP. These factors have an impact on some PP children's ability to learn.
3	The issues outlined in the box above can lead to social, emotional and mental health development issues for some of our PP pupils. This requires support, and for some, specialist intervention.
4	The attendance of PP children has historically been below their peers nationally.
5	Limited life experiences – a large proportion of PP children have limited life experiences. This lack of experience presents a barrier to their PSHE development and their learning generally.



Intended outcomes

This section explains the outcomes we are aiming for **by the end of our current strategy plan (2027)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
The attainment of our PP pupils will continue to be higher than their PP peers nationally in published data at the end of Year 6.	The attainment of our PP pupils will accelerate so it is higher than their PP peers at the end of KS2 in reading, writing, maths and Combined.
The gap between the attainment of our PP pupils and overall national outcomes will continue to be small or equal to nationally published data at the end of year 6.	The gap between the attainment of our PP pupils and overall national outcomes at the end of KS2 in reading, writing, maths and Combined, will continue to be small, or equal to, nationally published data.
Our PP children are ready to learn and this is leading to improved behaviour, social and learning outcomes.	<p>PP children are not disproportionately involved in extreme negative behaviours or exclusion data.</p> <p>Case study evidence shows improvements in the social, emotional and well-being outcomes for PP children.</p>
The attendance of our PP pupils will improve over the course of this plan.	<p>The attendance of our PP pupils will improve and match their PP peers nationally in published attendance data over the three years of this plan.</p> <p>The gap between the attendance of our PP pupils and overall national attendance outcomes will narrow over the three years of this plan.</p>
All PP children access enrichment opportunities that enhance their cultural capital.	All PP children will attend subsidised educational and enrichment opportunities throughout the year.



	<p>All PP children will be offered the chance to attend at least one residential trip during their time at the Alvey. The cost of this will be subsidised.</p> <p>School will offer a broad range of after school enrichment opportunities that are accessed by the majority of PP children. Our aspiration is that all PP children in KS1&2 attend at least one after school club a year.</p>
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Activity in this academic year 2025-2026

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: £ 133 759

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nursery In our new nursery setting we have designed the space with the children in mind to give them the best start. The current group of nursery children include three children who are eligible for PP.</p> <p>We have made the decision for a EYFS teacher to lead the nursery room so that she can adapt to the needs of the children and support communication and language approaches from an early age.</p> <p>We have also supported families with applying for Childcare Funding so that they have greater access to what we offer.</p>	<p>Communication and language approaches involve intentionally acting to develop young children’s understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. They are based on the idea that children’s language development benefits from approaches that support communication through talking and non-verbal expression. EEF suggests this approach can make as much as 7 months impact on children’s development.</p>	<p>1, 2, 3</p>
<p>Staff CPD on Social & Emotional Interventions TAs will receive training on de-escalation and re-regulation and sensory circuit training. Reception TAs will receive training on ‘Emotions Barn’ (a stage before zones of regulation) to help name emotions. Our Pastoral Manager is training TAs on the ‘Feelings</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	<p>3</p>



<p>Detectives' intervention. TAs will also be trained on 'Social Stories' this year.</p>	<p>EEF suggests this approach can make as much as 3 months impact on children's development.</p>	
<p>Talk for Writing The school's fully embedded use of <i>Talk for Writing</i> - is a whole school approach to the teaching of writing encompassing all aspects of the subject such as vocabulary, grammar, punctuation and spelling. We complete regular monitoring and training. Recently, all of our Year Group Leaders completed writing moderating training to ensure we are targeting the right children at the right time. This year, teachers new to Year 2 and Year 6 will receive CPD on writing moderation too.</p>	<p>Oral language interventions which focus on spoken language and verbal interaction in the classroom appear to benefit all pupils. Some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds. A focus on oral language skills will have benefits for both reading and writing.</p> <p>Evidence from EEF suggests that Oral Language interventions can make as much as 6 months impact on children's development.</p>	<p>1,2,5</p>
<p>Talk for Reading <i>Talk for Reading</i> provides a whole school approach to reading developing comprehension, vocabulary and literary style. It explores a range of approaches drawn from the classroom and supported by research that have enhanced and enriched reading for children. Ongoing and regular monitoring and training are incorporated to ensure quality first teaching.</p>	<p>Evidence from EEF suggests that Reading Comprehension Strategies can make as much as 6 months impact on children's development.</p> <p>Ofsted – attainment is high where schools had a strong whole school commitment to improving reading and building a culture of reading for pleasure.</p>	<p>1,2,5</p>
<p>Teaching for Mastery - Maths The school has been using Maths No Problem (MNP) – a maths scheme based on the mastery approach to learning - for 10 years. MNP scheme extended to Reception</p>	<p>Evidence from EEF suggests that Mastery Learning can have +5 months impact on a child's development.</p> <p>New content draws on and makes links with the content that pupil have previously acquired.</p>	<p>1,2,5</p>



<p>The mastery approach ensures children are presented concepts in a variety of ways which are revisited and extended at regular intervals. The children will regularly use manipulatives to help visualise concepts being taught.</p> <p>The school uses the NCETM mastering number program.</p> <p>Maths Lead is taking part in the Maths Hub sustaining mastery program. The Maths Lead is also receiving leadership training this year to help identify any areas to improve in the subject.</p> <p>Ongoing and regular monitoring and training are incorporated to ensure quality first teaching.</p>	<p>Curriculum progression is by intelligent design rather than choice or chance. (Ofsted Research review series: mathematics. May 2021)</p>	
<p>Phonics</p> <p>The school uses the Rocket Phonics series with the corresponding reading scheme throughout EYFS and KS1. Focus on high quality daily phonics teaching using Rocket Phonics.</p> <p>Ensure the reading scheme in EYFS and KS1 is supportive of the phonics teaching.</p> <p>CPD to ensure all teachers new into Reception and KS1 have the skills and teaching resources needed.</p> <p>Ongoing and regular monitoring and training are incorporated to ensure quality first teaching.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF)</p>	<p>1,2,5</p>
<p>Enhanced Provision Unit</p> <p>The school runs an enhanced provision class which can cater for up to eight children. This class caters for children who are largely non-verbal and working at 18-24 months. The class is run by a highly qualified SEND teacher and two TAs.</p>	<p>Small group tuition has an average impact of four months additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p>	<p>1,2,5</p>



<p>Extra staff to reduce class size The school employs extra teachers in years 2,3,4,5,6 to split the children into smaller groups for the teaching of maths and some literacy. This also means the children can receive lessons which are tailored to their needs.</p>	<p>Reducing class size has a small positive impact of +2 month, on average. The majority of studies examine reductions of 10 pupils. (EEF)</p>	<p>1,2,5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 54 895

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellcome Language programmes Implementation of the Wellcome language programmes is being used in Reception and year one. It can be used higher up the school. These programmes are delivered by trained staff.</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (EEF)</p>	<p>1,2,5</p>
<p>TA Interventions Extra apprentices and TA staff are employed to ensure all year groups have the staff they need to support lessons and run separate intervention groups. We have been able to increase our complement of 1:1 TAs supporting SEN children –helping these children allows more teacher time to be spent with the rest of the class.</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes. +4 months (EEF)</p>	<p>1,2,5</p>
<p>Language for Thinking This program is used to develop the language skills of identified children across KS1 and KS2.</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (EEF)</p>	<p>1,2,5</p>



<p>IDL The IDL Literacy intervention software is a speaking-computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages. This program is used to develop the phonics and spelling skills of identified children in Year 2 and above.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF)</p>	<p>1,2,5</p>
<p>Phonological Awareness Used by SEND specialist to develop their knowledge of sounds within words. Used in Reception and will be used in Nursery.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF)</p>	<p>1,2,5</p>

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

Budgeted cost: £ 77 570

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Counselling & Pastoral Support The use of both our internal pastoral manager and external counsellors to ensure any child who needs help and support for their mental health and wellbeing is catered for. We work with the Working Together Team for Lincolnshire who regularly provide training to our staff. TAs will be delivering: sensory circuits, Emotions Barn (a stage before zones of regulation), Feelings Detectives and Social Stories to support the children pastorally in their year groups.</p>	<p>Counselling in Schools: a blueprint for the future (Feb 2016) states that teachers should not be counsellors as an add-on to their teaching role. Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning (EEF +3 months)</p>	<p>3</p>



<p>Wellbeing charters have been developed and identified the need for the above interventions.</p>		
<p>Parental engagement The school uses a range of social media and technology to try to engage the 'hard to reach' parents. We have introduced hybrid parent's evenings, where parents can either attend face to face or online. The use of Facebook, Arbour text messaging, Google Forms and email are all used to try to ensure no parent is without the information they need. We also produce a termly newsletter with all key dates and information included.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. (EEF) Anecdotally, parents have said they find it easier if they are contacted using social media. In our parent survey, 89% agreed that the school communicated well.</p>	<p>2</p>
<p>PSHE – Talking points A whole school PSHE curriculum which addresses the needs of children at a lower level than full interventions. This will help children to understand their mental health, allowing to access and engage with their learning.</p>	<p>PSHE Association makes the clear link between good mental health and a well-planned, progressive PSHE programme.</p>	<p>3</p>
<p>Curriculum Review A far-reaching, in-depth review of the curriculum, subject by subject to ensure that all skills and knowledge are progressive. The new curriculum will allow children to study more deeply each concept, and all aspects will be linked to prior learning and skills.</p>	<p>Ofsted quotes the importance of a well-planned curriculum on children making progress.</p>	<p>1,5</p>
<p>Cultural Capital Families are supported financially to allow the children to access trips, peripatetic music lessons, swimming and residential. This allows all children the opportunity to take part in activities.</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils</p>	<p>2,5</p>



	access a rich and stimulating arts education (EEF +3 months).	
<p>Growth Mindset</p> <p>In order to support all children to reach their learning potential, we have trained all staff in developing a Growth Mindset throughout the school. This is being embedded throughout the school.</p>	Evidence suggests that there are numerous benefits of having a positive growth mindset. These include how children and adults handle stressful situations, how they seek out feedback and how they choose to study. It can also help improve their self-esteem and resilience. (InnerDrive)	1,3,5
<p>Wellbeing Training</p> <p>Two senior members of staff have undertaken the DfE's 'Senior Mental Health Lead' training. As part of the training, school completed the mental health audit. As a result, a variety of new initiatives are being introduced to ensure both staff and children's mental health and well-being are well catered for.</p>	<p>For academic progression, better emotional wellbeing is a key factor in primary school.</p> <p>(The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes DFE-RR253)</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning (EEF +3 months)</p>	3
<p>Attendance Review</p> <p>A wholesale review of our attendance procedures was conducted in 2024/25 to ensure as much as possible is being done to get children into school.</p> <p>We remain vigilant and closely monitor attendance across school on regular basis.</p>	The higher a pupil's attendance, the more they are likely to learn, and the better they are likely to perform in exams and formal assessments. (The Education Hub, Blog – May 2023)	4

Total budgeted cost: £ 266 255



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes – 2024/25

This section details the impact of our pupil premium activity during the previous academic year. We have analysed the performance of our school's disadvantaged pupils, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national level and to results achieved by our non-disadvantaged pupils. The data demonstrates that our quality teaching, timely interventions, smaller classes and more focussed tuition have led to strong outcomes for our PP pupils over the last few years. On average, our outcomes for our school's PP pupils, far exceed the outcomes when compared to PP pupils nationally. This is reflected in combined EXS+ outcomes, reading, writing, maths and GPS.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

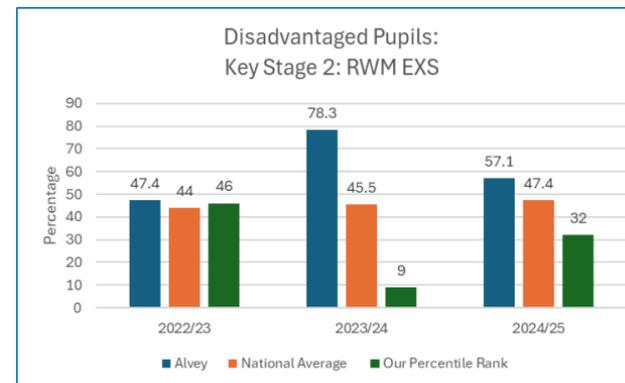
Based on all the information below, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2027, as stated in the 'Intended Outcomes' section above. We will continue to monitor our Pupil Premium children closely so that they can be supported effectively. Based on last year's data, there will be a particular focus to support maths EXS+ for disadvantaged children.



The attainment of our PP pupils will continue to be higher than their PP peers nationally in published data at the end of Year 6.

2022-2025 KS2 Outcome – Three-year average comparison for our PP pupils and PP pupils nationally.

Headline – our PP pupils perform significantly better than their PP pupils in every subject at the Expected + level.



Combined: The three-year average for our disadvantaged children achieving RWM EXS+ is **60.9%** compared to 45.6% (+15.3%) for PP pupils nationally between 2022-25.

Reading: The three-year average for our disadvantaged children achieving EXS+ in reading is **70%** compared to 61.9% (+8.1%) for PP pupils nationally between 2022-25.

Writing: The three-year average for our disadvantaged children achieving EXS+ in writing is **79.2%** compared to 58.6% (+20.6%) for PP pupils nationally between 2022-25.

Maths: The three-year average for our disadvantaged children achieving maths EXS+ is **70%** compared to 59.5% (+10.5%) for PP pupils nationally between 2022-25.



	<p>GPS: The three-year average for our disadvantaged children achieving GPS EXS+ is 74.8% compared to 59.2% (+15.6%) for PP pupils nationally between 2022-25.</p> <p style="text-align: center;">2025 outcomes EXS+. Comparison for our PP pupils and PP pupils nationally.</p> <p>The trend outlined above continued in 2025, as you can see below:</p> <ul style="list-style-type: none">• Combined – our PP pupils achieving RWM EXS+ is 57.1% which is 9.4% above their PP peers nationally.• Reading – our PP pupils achieving reading EXS+ is 67.9% which is 4.4% above their PP peers nationally.• Writing – our PP pupils achieving writing EXS+ is 85.7% which is 26.1% above their PP peers nationally.• Maths – our PP pupils achieving maths EXS+ is 64.3% which is 4% above their PP peers nationally.• GPS – our PP pupils achieving GPS EXS+ is 78.6% which is 19.2% above their PP peers nationally.
<p>The gap between the attainment of our PP pupils and overall national outcomes will continue to be small or equal to nationally published data at the end of year 6.</p>	<p style="text-align: center;">2022-2025 KS2 Outcome – Three-year average comparison for our PP pupils and national outcomes.</p> <p>Combined: The three-year average for our disadvantaged children achieving RWM EXS+ is 60.9% compared to 61% for all children nationally (-0.1%) between 2022-25.</p> <p>Reading: The three-year average for our disadvantaged children achieving EXS+ in reading is 70% compared to 74.4% (-3.4%) for all children nationally between 2022-25.</p> <p>Writing: The three-year average for our disadvantaged children achieving EXS+ in writing is 79.2% compared to 72% (+7.2%) for all children nationally between 2022-25.</p> <p>Maths: The three-year average for our disadvantaged children achieving maths EXS+ is 70% compared to 73.6% (-3.6%) for all children nationally between 2022-25.</p>



2025 SATs Outcomes for PP Pupils compared to national averages.

There were 28 disadvantaged pupils in this cohort



- **Combined:** 57.1% of our PP children achieved EXS+ in RWM. Nationally, 62% of all children achieved the EXS standard **(-4.9%)**.
- **Reading:** 67.9% of our PP children achieved EXS+ in reading. Nationally, 75% of all children achieved the EXS standard **(-7.1%)**.
- **Writing:** 85.7% of our PP children achieved EXS+ in writing. Nationally, 72% of all children achieved the EXS standard **(+13.7%)**.
- **Maths:** 64.3% of our PP children achieved EXS+ in maths. Nationally, 74% of all children achieved the EXS standard **(-9.7%)**.

Our PP children are ready to learn and this is leading to improved behaviour, social and learning outcomes.

The academic outcomes listed above show the positive impact our teaching and learning, and pastoral program, are having on our Pupil Premium children. We can also detail case study



	<p>examples to show how our interventions have led to improved behaviour and learning outcomes for our PP children.</p>
<p>The attendance of our PP pupils will improve over the course of this plan.</p>	<p>The attendance of our PP pupils was 91.3% in 2023/24. It improved to 92.1% in 2024/25.</p> <p>National average attendance stood at 93.2% in 2024/25, meaning there is a gap of - 1.1%</p>
<p>All PP children access enrichment opportunities that enhance their cultural capital.</p>	<p>Families are supported financially to allow their children to access trips, peripatetic music lessons, swimming and residential. This allows all children the opportunity to take part in activities.</p> <p>Pupil Premium children do not need to pay for trips and experiences organised by the school. For residential, half is covered by the Pupil Premium fund. If a child in need really wants to go on to the residential trip and their financial circumstances prevent them from doing so, we apply to the Sleaford United charity fund to pay for the full cost of the trip. In 2024-2025 three children were fully funded from the charity.</p> <p>This support means that every PP child in school, who wants to attend our residential trips, as well as all of our other enrichments activities, does.</p> <p>All children also have access to a range of lunchtime and afterschool clubs. These include: Woodland Wonders, Eco-Club, Homework, Lego Club, Mindful Colouring, BSL, Barn Buddies, Film club, Football, Cricket, Computing, Art, Guinea Pig, Tennis, KS2 Choir, Infant Choir, Tag Rugby, 11+, Netball, Science and Hockey.</p> <p>All these clubs are free, meaning they are accessible to all.</p>



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
Language Link	Speech Link Multimedia Ltd
IDL	International Dyslexia Learning Solutions Limited
Accelerated Reader	Renaissance Learning
TT Rockstars	Magic Circle
Reading Planet Online	Rising Stars
ICT	Teach Computing
Seesaw for Schools	Seesaw Learning Incorporated
Rocket Phonics Online	Rising Stars
Widgit	Widgit Software Ltd

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none">• Kinema Visit to watch a film, festive jumpers, treats- mainly Bluey parent helpers (go free of charge).• Playground games together.• Selling poppies.



	<ul style="list-style-type: none">• Act of Remembrance service in the community.• Easter Egg Hunt- children received treats and eggs. Bluey parents invited to socialise and have tea/coffee/biscuits• Trip to Belton House- adventure play area and picnic.• End of term fun on the field.• Pastoral support from adult members of the Bluey Club• Access to the sensory room when/if needed.
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>The children become part of our Bluey club when they first join us in Reception, this means that they have seven years with their Bluey peers. As a result of this, the children become very fond of each other and this bond allows them to support each other. Also, as the children move through the school, they transition from being the supported to the supporter.</p> <p>For the children whose parents are on active service, the Bluey club offers them the opportunity to discuss their feelings and worries with others who have been through a similar experience.</p>