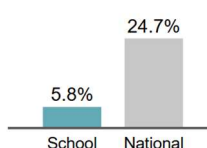


## Alexander Hosea Primary School Pupil Premium Strategy Statement 2025-26

This statement details our school's use of pupil premium for the 2025 to 2026 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	Alexander Hosea Primary School
Number of pupils in school	208 (Data at 13/09/25)
Proportion (%) of pupil premium eligible pupils	 <p>5.8% 24.7%</p> <p>School National</p> <p>Data at 13/09/2025</p>
Academic years that our current pupil premium strategy plan covers	2025/26 2026/27 2027/28
Date this statement was published	September 2025
Date on which it will be reviewed	Summer 2026
Statement authorised by	Deb Williams, Head Teacher
Pupil premium lead	Dan Feaster, Pupil Premium Lead Deb Williams, Designated Teacher for PLAC & LAC
Governor lead	Jenny Narborough

### Funding overview

Detail	Amount
Pupil premium ever 6 funding allocation this academic year <i>£16,665 PP for 11 chn* (£1515 p/ch) NB this is £10k less than 2024-25</i>	£16,665
Pupil premium for post adopted children <i>£5260 for 4 adopted chn (£2630 p/ch)</i>	£5260
Pupil Premium for service children <i>£0 for 0 service chn (£ p/ch)</i>	£NIL
Pupil Premium for looked after children <i>Paid directly from local authority and managed with PEP</i>	Separate budget
Pupil premium funding carried forward from previous year	Nil
<b>Total budget for this academic year</b>	<b>£21,925</b> <i>NB was £37,600 in 2024-25</i>

\*income may vary depending on census data

## Demographics of Alexander Hosea Primary School

2025-2026: 12 Pupils (who are Ever6 FSM)



75% of PP chn are boys, compared to 51% of total school population.

Mobility is higher for PP children (75% compared to 89.4% for whole school).

58% of pupil premium also have SEN compared to 16.3% (slightly below National 18.3%) for whole school.

25% of PP chn have EHCP compared to 3.4% (in line with national) of whole school.

2024-25	Attendance		Persistent Absentees	
	AHS	Nat	AHS	Nat
Pupil Premium (21 chn)	90.3%	94.8%	44.4%	13.5%
Whole School (223 chn)	96.1%	94.8%	3.9%	13.5%

6/10 PP chn with persistent absenteeism were in Y6.

## Part A: Pupil premium strategy plan 2025-26

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve a good level of attainment across all subject areas.

High-quality teaching is at the heart of our pupil premium strategy, 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.

We intend to effectively support the parents/carers of every child in receipt of Pupil Premium to be able to attend school every day on time, so that they can access and benefit from the full curriculum and teaching & learning offer for their wellbeing, progress and academic achievements.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment. The approaches we have adopted complement each other to help pupils thrive. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their learning
- 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 maintain high expectations of what they can achieve
- recognise that each child is unique in their situation and our response to their needs adapts to this

### Challenges 2025-2028

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

Challenge	Detail of challenge
1	Assessments of pupils show that some disadvantaged children (particularly those who also have social workers and/or SEND) have more learning gaps than their peers.
2	Assessments of pupils suggest that fewer disadvantaged pupils achieve the expected standard at the end of Year 6 in Maths and GPS, compared to their peers.
3	Our attendance data shows that, whilst the whole school attendance is well above national, a higher proportion of Pupil Premium children do not yet attend school as consistently as their peers.

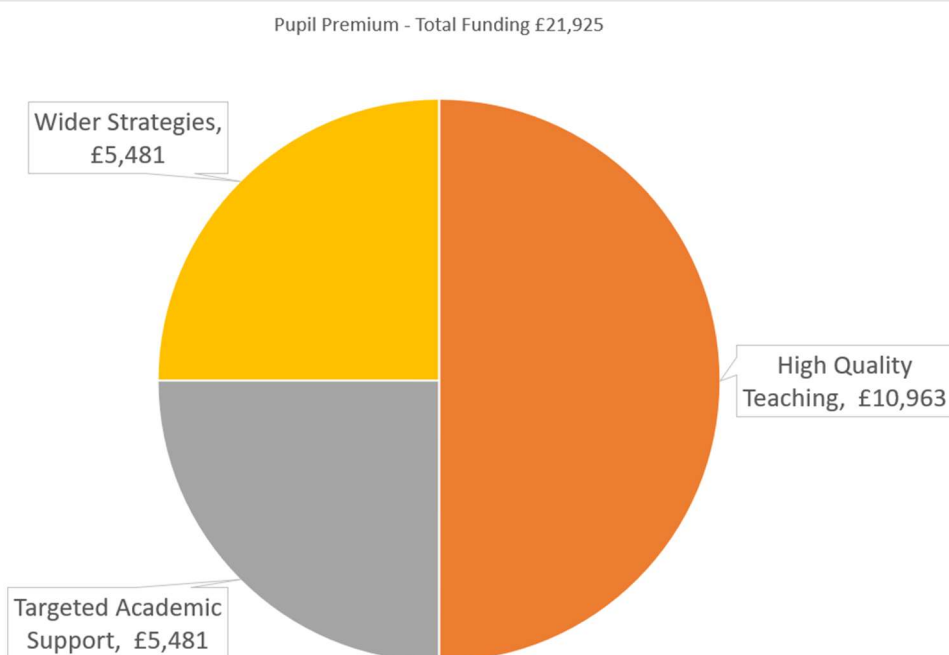
## Intended outcomes

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

	Intended outcome	Success criteria
1	Improved consistency in pedagogical approaches across the school.	Teachers across the school use consistent pedagogical approaches (including systematic use of retrieval), to maximise and sustain pupils' rapid progress. Adaptive practices are used consistently and effectively to support Pupil Premium Children who also have SEN.
2	Improved Maths arithmetic and transcription (including GPS) attainment for disadvantaged pupils.	Learning gaps are closed (target 10%) between disadvantaged and non-disadvantaged pupils in Maths arithmetic and GPS, so that they have the best foundation of basic skills to prepare them to be successful as they move on to their next year group and phase of education.
3	Improve the attendance of Pupil Premium children to bring them in line with national averages.	Attendance of Pupil Premium children is closer to the national average (94.8%) and fewer Pupil Premium children are persistent absentees to come in line with national data (12.6%), so that they have the best opportunities to thrive.

## Planned activity in the academic year 2025-26

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.



## Teaching and Learning

Budgeted cost: **£10,963**

Activity	Evidence that supports this approach	Challenge addressed
<p>Staff training in current best practice in pedagogy to refresh a shared understanding of excellent practice in teaching and learning.</p> <p>DHT to follow up with staff meetings, mentoring and coaching for teachers to continually develop practice.</p> <p>EEF 5 a Day INSET £250</p> <p>The Leaf Trust INSETs in Oct 25, Nov 25 and Feb 26 (Distinctly Primary and Teacher Conference) £400</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p>	1
<p>Maths and English subject leaders attend The Leaf Trust subject leader network meetings to enhance their work in supporting excellent outcomes for all children.</p> <p>Maths and English leaders disseminate training to staff and provide support and guidance for staff to provide high quality teaching in arithmetic and transcription (including GPS) to raise standards.</p> <p>£2400 for cover release</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	2

<p>Provide additional academic support in English and Maths to support high quality teaching and learning for all pupils (including disadvantaged pupils).</p> <p>Provide all Pupil Premium children with weekly homelearning support at ELSA Homelearning Club</p> <p>£7413 – Teaching Assistants – academic support in class and targeted interventions (including pre-learning)</p> <p>£500 ELSA 1 hour per week to run Homelearning Club</p>	<p>'There is good emerging evidence that TAs can provide noticeable improvements to pupil attainment' where TAs work well alongside teachers in providing excellent supplementary learning support. EEF 'Making Best Use of Teaching Assistants Guidance Report'</p> <p>'TAs can provide a large positive impact on learner outcomes' when deployed effectively and actively involved in planning and feedback.</p> <p><a href="https://maximisingtas.co.uk/assets/content/taguidancereportmakingbestuseofteachingassistants.pdf">https://maximisingtas.co.uk/assets/content/taguidancereportmakingbestuseofteachingassistants.pdf</a></p> <p>EEF Homework:</p> <ol style="list-style-type: none"> <li>1. Homework has a positive impact on average (+ 5 months)</li> <li>2. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).</li> <li>3. Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.</li> </ol>	1
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### Targeted academic support

Budgeted cost: **£5481**

Activity	Evidence that supports this approach	Challenge number addressed
<p>Use Speech and Language Therapy to improve speech articulation and language skills (particularly in the Early Years and Ks1) for disadvantaged pupils who have identified difficulties in this area, so that they are ready to write.</p> <p>£3000 SALT fortnightly</p>	<p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk/oral-language-interventions/">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	2
<p>Make effective use of interventions to support rapid progress in transcription (including GPS) and arithmetic.</p>	<p>EEF - Tuition</p> <p>Teaching and learning and 'small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p>	2

<p>Use formative and summative assessments to closely track gaps in transcription (including GPS) and arithmetic. Use the data to target provision and rapidly address gaps to accelerate progress.</p> <p>Teachers to use retrieval practices to check pupil's understanding over time.</p> <p>£943 INSIGHT annual fee</p>	<p>EEF Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to one and small groups</p> <div data-bbox="360 271 1299 421" style="border: 1px solid black; padding: 5px;"> <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> </div> <p>One to one tuition and small group tuition are both effective interventions.</p>	<p>3</p>
<p>Education Psychology assessments/visits etc for disadvantaged children with SEN.</p> <p>SENCO provides support and guidance for teachers to develop adaptive practices to meet the needs of the 50% of PP children who also have SEN.</p> <p>£500 for EP</p> <p>£1038 towards SENCO release time to support colleagues and meet with professionals about PP children who are also SEN</p>	<p>'Education Psychology can break down barriers and make a positive difference to outcomes for children.'</p> <p>Education Psychology Service South Glos Council</p>	<p>1</p>
<p>Educational support for looked after children.</p> <p>Allocation from Local Authority (as agreed in multi-agency Personal Education Plan -PEP)</p>	<p>Virtual school heads are responsible for managing the funding given to local authorities for the children in their care. They work with schools to ensure the funding is used to help deliver the outcomes identified in the children's personal education plans.</p> <p>They can pass all the funding on to schools or retain some to fund activities that will benefit a group of, or all, the authority's looked-after children.</p>	<p>1, 2 &amp; 3</p>

## Wider strategies

Budgeted cost: **£5481**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidise enrichment activities as an integral part of the curriculum/projects (eg school trips and visitors) to positively impact on pupil outcomes and attendance.</p> <p>£1000 school trips (including residential, trips and visitors)</p>	<p>'Arts participation approaches can have positive impact on academic outcomes in other areas of the curriculum' EEF Toolkit</p> <p>Christine Gilbert, Ofsted's chief inspector, said: "The positive impact of learning outside the classroom is widely recognised, but unfortunately it is sometimes seen as an extra or a treat, rather than as an integral part of the curriculum."</p> <p><a href="https://research.com/education/the-educational-value-of-field-trips">https://research.com/education/the-educational-value-of-field-trips</a></p>	3
<p>Promoting active engagement in clubs (eg sports, dance &amp; drama etc) for disadvantaged pupils, so that they have access to enjoyable enrichment experiences that encourage a sense of belonging and positive attendance.</p> <p>£450 –clubs funding e.g. dance and drama</p>	<p>Child Poverty Action Group: 'Extra-curricular activities give pupils the chance to explore sports, music, arts and drama. These opportunities are particularly valuable for children growing up in poverty, who are less likely to be able to access them elsewhere. As well as being a source of fun and a time to socialise, before- and after-school clubs help children concentrate and improve their attainment.'</p> <p><a href="https://cpag.org.uk/news/case-and-after-school-clubs">https://cpag.org.uk/news/case-and-after-school-clubs</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a></p>	3
<p>Provide uniform, shoes and other school resources required by disadvantaged children, so that they feel a sense of belonging and can have what they need to attend school well.</p> <p>£600</p>	<p>'A uniform shows what a school stands for. Shouldn't it stand for a fair chance for every child?' <a href="http://www.childrenssociety.org.uk">www.childrenssociety.org.uk</a></p> <p><a href="https://www.childrenssociety.org.uk/what-we-do/our-campaigns/cut-the-cost-school-uniforms">https://www.childrenssociety.org.uk/what-we-do/our-campaigns/cut-the-cost-school-uniforms</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a></p>	3
<p>Improve communication with parents through an integrated system with a more user-friendly interface – Arbor</p> <p>Cost next year</p>	<p>Well-designed communications with families can be effective for improving attendance and supports positive relationships through two-way communication.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/communicate-effectively-with-families">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/communicate-effectively-with-families</a></p>	3
<p>Additional SEN TAs over lunchtime and pm to support SEN and PP/PP+ children with SEMH needs in Reception and Year 1 – 20 hours (this is beyond the SEN funding for the children)</p> <p>£3431 (of the £17,000 costs to school)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1

NB In addition to the PP allocation, disadvantaged children are actively encouraged to participate in sporting activities, clubs and events. These are funded through sports premium.

**Total budgeted cost: £21,925**

**Part B: Review of outcomes in the academic year 2025-26 (to be completed in summer 2026)**

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Impact of strategies:

**Target 1**

**Target 2**

**Target 3**