

# Pupil premium strategy statement – Almond Hill

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	343
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	23-26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Emma Fordham
Pupil premium lead	Emma Fordham
Governor lead	Claire Lanni

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,564 (April 2025)
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£107,564

# Part A: Pupil premium strategy plan

## Statement of intent

- The attendance, attainment and well being of the pupils in receipt of the PPG as a group compared to the non PPG pupils remains lower. Quantitative and qualitative data shows this as a persistent trend. The intent is to tackle these three areas where relevant for each of these pupils on our roll.
- The current pupil premium strategy plan works towards achieving these objectives by implementing actions that target these three areas with a regular review of impact. It is closely linked to the school improvement plan.
- Improvements in each of the areas can be evidenced for individual pupils and the aim is that all three areas are improved where necessary to effect an overall positive outcome which compares favourably to non PPG peers.
- We are also aware of those pupils who may not be in receipt of PPG but we have identified as disadvantaged or vulnerable through our own assessment s processes.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality
2	Attainment across the curriculum
3	Well being – this may be influenced by issues in the home/trauma/financial stress/a sense of not belonging/lack of parental engagement

## 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.

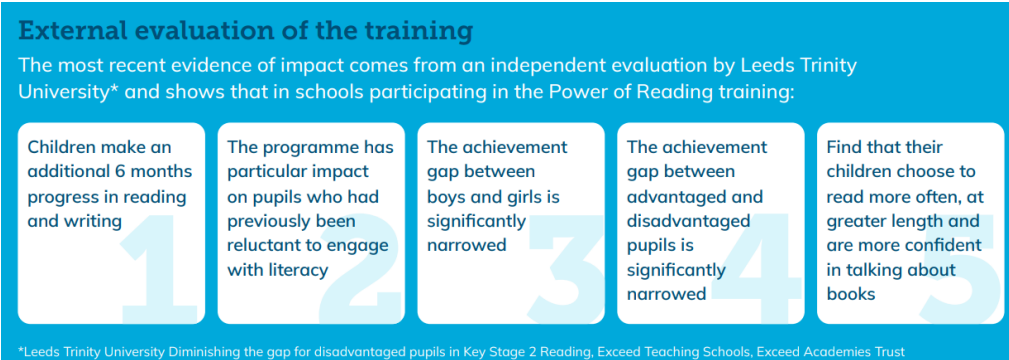

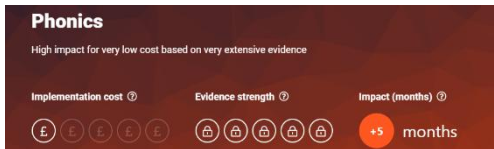

Intended outcome	Success criteria
Attendance and punctuality data improves as a whole and on an individual basis	Data increases
Attainment across the curriculum improves for PPG pupils compared to their peers	Data increases
PPG pupils achieve improved well being	Pupil voice and pastoral data

## 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: £ 58, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CLPE Power of Reading annual subscription and training	<p><a href="https://clpe.org.uk/system/files/2024-12/CLPE%20Impact%20Report%202023-24%20v2%20WEB.pdf?_gl=1*sxxo4z*_up*MQ..*_gs*MQ..&amp;qclid=EA1aIQobChMlrJgHooDskAMVv5JQBh1OejHsEAAYASAAEgl9BvD_BwE&amp;gbraid=0AAAAAC5paTAK9a4OrvzhHzqkv-sZZw7JZ">https://clpe.org.uk/system/files/2024-12/CLPE%20Impact%20Report%202023-24%20v2%20WEB.pdf?_gl=1*sxxo4z*_up*MQ..*_gs*MQ..&amp;qclid=EA1aIQobChMlrJgHooDskAMVv5JQBh1OejHsEAAYASAAEgl9BvD_BwE&amp;gbraid=0AAAAAC5paTAK9a4OrvzhHzqkv-sZZw7JZ</a></p>  <p><b>External evaluation of the training</b></p> <p>The most recent evidence of impact comes from an independent evaluation by Leeds Trinity University* and shows that in schools participating in the Power of Reading training:</p> <ol style="list-style-type: none"> <li>Children make an additional 6 months progress in reading and writing</li> <li>The programme has particular impact on pupils who had previously been reluctant to engage with literacy</li> <li>The achievement gap between boys and girls is significantly narrowed</li> <li>The achievement gap between advantaged and disadvantaged pupils is significantly narrowed</li> <li>Find that their children choose to read more often, at greater length and are more confident in talking about books</li> </ol> <p><small>*Leeds Trinity University Diminishing the gap for disadvantaged pupils in Key Stage 2 Reading, Exceed Teaching Schools, Exceed Academies Trust</small></p>	2
Oracy project – Voice 21	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>  <p><b>Oral language interventions</b></p> <p>Very high impact for very low cost based on extensive evidence</p> <p>Implementation cost: £ £ £ £ £ £ Evidence strength: 5 icons Impact (months): +6 months</p>	2 and 3
Phonics – fidelity to the Twinkl scheme for phonics teaching	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>  <p><b>Phonics</b></p> <p>High impact for very low cost based on very extensive evidence</p> <p>Implementation cost: £ £ £ £ £ £ Evidence strength: 5 icons Impact (months): +5 months</p>	2
Pupil premium achievement mentor support – a targeted in teaching assistant to focus on pre-teaching and over learning and transferring knowledge and skills into classroom learning	<p>Upward trend of improved KS2 attainment data for the group and individual pupils interventions on provision maps.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>  <p><b>Teaching Assistant Interventions</b></p> <p>Moderate impact for moderate cost based on moderate evidence</p> <p>Implementation cost: £ £ £ £ £ £ Evidence strength: 4 icons Impact (months): +4 months</p>	2/3




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

Budgeted cost: £ 25, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading fluency booster classes in Years 4,5 and 6</p>	<p>Intervention data – YARC scores available on school provision maps</p> <p><a href="https://www.hfleducation.org/reading-fluency/ks2-reading-fluency-project/education-endowment-foundation-funded-trial">https://www.hfleducation.org/reading-fluency/ks2-reading-fluency-project/education-endowment-foundation-funded-trial</a></p> <p><b>Who is funding this trial and why?</b></p> <p>The Education Endowment Foundation (EEF) identified developing reading fluency as a high impact approach in their KS2 Literacy Guidance Report; furthermore, reading fluency is referenced repeatedly in The Reading Framework, published by the Department for Education in July 2021, and updated with further references to reading fluency in September 2023.</p> <p>Given the importance of reading comprehension and the promise of the KS2 Reading Fluency Project, the Education Endowment Fund (EEF) have commissioned a study to understand the impact of this approach on pupils at scale. The funding for this programme and evaluation is from DfE's Accelerator Fund, which aims to expand the use of evidence-based programmes.</p>  <p><b>Reading comprehension strategies</b> High impact for very low cost based on moderate evidence</p> <p>Implementation cost: £ £ £ £ £ £ Evidence strength: 4 icons Impact (months): +7 months</p>	<p>2</p>
<p>Booster classes in Year 6 – reading, maths and spelling</p>	<p>Previous school experience and improved KS2 attainment data – upward trend</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>  <p><b>Extending school time</b> Moderate impact for moderate cost based on moderate evidence</p> <p>Implementation cost: £ £ £ £ £ £ Evidence strength: 4 icons Impact (months): +3 months</p>	<p>2</p>
<p>Summer school for transitioning into Year 3 and Easter school for Year 6 for academic attainment</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a></p>  <p><b>Summer schools</b> Moderate impact for moderate cost based on limited evidence</p> <p>Implementation cost: £ £ £ £ £ £ Evidence strength: 4 icons Impact (months): +3 months</p>	<p>2/3</p>

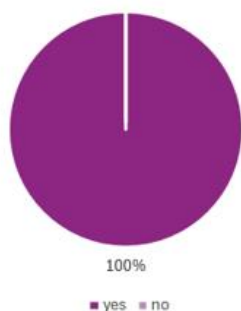
## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 25,000

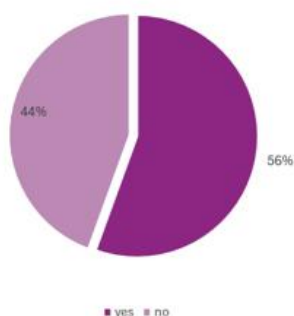
Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club	Parent and pupil voice	1/3
Additional extra curricular opportunities e.g Premier sports, Rock Steady, funded residential, swimming, lunchtime and after school clubs	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a> 	1/3
Pastoral support	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> 	1/3
Seesaw app to engage parents	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> 	1/3
Targeted meetings/communication focused on attendance – HT, CTs, Pastoral lead, admin team	<p>Previous school experience and school three year data upward trend. VYED reports evidence success.</p> <p> <a href="#">Attendance Similar Schools Full Summer Term</a>  <a href="#">Attendance Summary Half Autumn Term 25-26</a>  <a href="#">Similar Schools VYED</a> </p>	1

## Nurture Breakfast Club – Pupil Voice

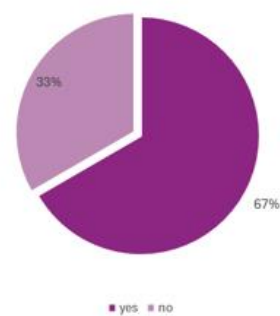
Do you enjoy breakfast club?



Does it help you have a better start to the school day?

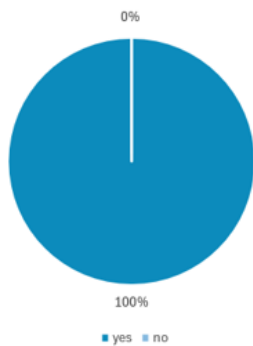


Does it help the transition from home to school?



## Nurture Breakfast Club – Parent Voice

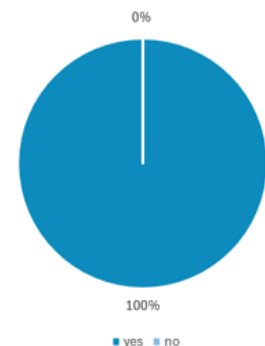
Does your child enjoy breakfast club?



Does it help them have a better start to the school day?



Does it help the transition from home to school?



- It's been a huge help to \*\*\*\*. He really struggles with school, and the mornings were a huge struggle, but now he knows his routine, he enjoys seeing his friends early and having some free time before going to class and start learning
- This has helped \*\*\*\*\* have a routine in the mornings and regulate before school. Aswell as helping \*\*\*\*\* come out of his shell
- Breakfast club is the main reason we manage to get \*\*\*\*\* into school. He knows he has a safe happy place to come to as he struggles with the transitions from home to school. It has been vital in us ensuring he has a successful school career as it allows him time to put his "school personality" on which he otherwise wouldn't be able to do!
- \*\*\*\*\* loves the breakfast club. He enjoys spending time with his friends socialising before school.
- \*\*\*\*\* has made some strong friendship and it has really helped her anxiety
- \*\*\*\*\* loves nurture club and feels it helps him into school. He struggles with crowds and busy places and nurture club is quiet, gradual and nurturing.
- This settles \*\*\*\*\* with clear schedule to his day and any pre morning incidents can be reset for him prior to starting learning.
- Breakfast club has really helped my children start their school day in a calm and positive manner.

**Total budgeted cost: £ 108, 000 +**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils **Attendance summary**

Showing steady improvement and a narrowing of the gap.

	2021-2022	2022 -2023	2023 -2024	2024-2025
PPG attendance	88.6 %	89.1%	91.8 %	93.5%
All attendance	92.8%	93.2%	94.2%	96%

### Attainment summary

In almost every area the PPG pupils at Almond Hill achieve more highly than PPG pupils on average in Stevenage, Hertfordshire and nationally. In almost every area, the achievement improves year on year for the group. It is to be expected that some differences will be cohort driven.

50.0% of the 2025 disadvantaged pupils were working at or above the reading, writing and maths standard

Almond Hill Junior School, 50.0%



Disadvantaged		2021	2022	2023	2024	2025
Almond Hill Junior School	No Data / Suppressed		9.5	38.9	56.5	50.0
Stevenage	No Data / Suppressed		34.0	30.7	39.6	38.1
Hertfordshire	No Data / Suppressed		36.3	36.3	40.6	39.2
England	No Data / Suppressed		42.7	44.0	45.5	47.4

5.6% of the 2025 disadvantaged pupils were working at a higher standard in reading, writing and maths

Almond Hill Junior School, 5.6%



Disadvantaged		2021	2022	2023	2024	2025
Almond Hill Junior School	No Data / Suppressed		0.0	0.0	4.3	5.6
Stevenage	No Data / Suppressed		1.2	1.4	2.8	3.6
Hertfordshire	No Data / Suppressed		2.6	2.6	2.5	2.6
England	No Data / Suppressed		2.8	3.2	3.1	3.6

83.3% of the 2025 disadvantaged pupils were working at or above the reading standard

Almond Hill Junior School, 83.3%



Disadvantaged		2021	2022	2023	2024	2025
Almond Hill Junior School	No Data / Suppressed		38.1	50.0	73.9	83.3
Stevenage	No Data / Suppressed		52.7	51.3	54.0	57.1
Hertfordshire	No Data / Suppressed		59.8	57.2	60.9	59.8
England	No Data / Suppressed		62.3	60.2	62.4	63.2

22.2% of the 2025 disadvantaged pupils were working at a higher standard of reading

Almond Hill Junior School, 22.2%



Disadvantaged					
	2021	2022	2023	2024	2025
Almond Hill Junior School	No Data / Suppressed	0.0	11.1	30.4	22.2
Stevenage	No Data / Suppressed	8.7	13.8	15.0	16.4
Hertfordshire	No Data / Suppressed	15.8	15.6	17.1	18.9
England	No Data / Suppressed	17.3	17.5	18.1	21.3

105.1

was the average 2025 scaled reading score for disadvantaged children

Disadvantaged					
	2021	2022	2023	2024	2025
Almond Hill Junior School	No Data / Suppressed	98.1	102.9	107.2	105.1
Stevenage	No Data / Suppressed	100.7	101.3	102.1	102.1
Hertfordshire	No Data / Suppressed	101.8	102.2	102.7	102.6
England	No Data / Suppressed	102.2	102.4	102.7	103.0

66.7% of the 2025 disadvantaged pupils were working at or above the writing standard

Almond Hill Junior School, 66.7%



Disadvantaged					
	2021	2022	2023	2024	2025
Almond Hill Junior School	No Data / Suppressed	14.3	44.4	65.2	66.7
Stevenage	No Data / Suppressed	45.5	45.6	51.8	48.5
Hertfordshire	No Data / Suppressed	48.8	50.0	53.2	51.7
England	No Data / Suppressed	55.2	57.9	58.5	59.4

5.6% of the 2025 disadvantaged pupils were working at a greater depth in writing

Almond Hill Junior School, 5.6%



Disadvantaged					
	2021	2022	2023	2024	2025
Almond Hill Junior School	No Data / Suppressed	0.0	0.0	8.7	5.6
Stevenage	No Data / Suppressed	3.6	2.8	4.7	6.8
Hertfordshire	No Data / Suppressed	5.6	5.4	5.4	5.0
England	No Data / Suppressed	6.1	6.6	6.4	6.6

66.7% of the 2025 disadvantaged pupils were working at or above the maths standard

Almond Hill Junior School, 66.7%



Disadvantaged					
	2021	2022	2023	2024	2025
Almond Hill Junior School	No Data / Suppressed	9.5	50.0	65.2	66.7
Stevenage	No Data / Suppressed	44.9	46.2	48.2	51.8
Hertfordshire	No Data / Suppressed	51.0	52.6	53.9	53.5
England	No Data / Suppressed	56.3	58.8	59.1	60.5

22.2% of the 2025 disadvantaged pupils were working at a higher standard of maths

Almond Hill Junior School, 22.2%



Disadvantaged					
	2021	2022	2023	2024	2025
Almond Hill Junior School	No Data / Suppressed	0.0	5.6	8.7	22.2
Stevenage	No Data / Suppressed	6.9	7.0	9.5	12.2
Hertfordshire	No Data / Suppressed	9.2	10.2	11.2	12.4
England	No Data / Suppressed	11.7	12.9	12.9	15.1

**104.2**

was the average 2025 scaled maths score for disadvantaged children

Disadvantaged					
	2021	2022	2023	2024	2025
Almond Hill Junior School	No Data / Suppressed	93.1	100.5	103.3	104.2
Stevenage	No Data / Suppressed	99.0	98.9	99.9	100.6
Hertfordshire	No Data / Suppressed	99.8	100.2	100.6	100.7
England	No Data / Suppressed	100.8	101.3	101.5	101.8

61.1% of the 2025 disadvantaged pupils were working at or above the grammar, punctuation and spelling standard

Almond Hill Junior School, 61.1%



Disadvantaged					
	2021	2022	2023	2024	2025
Almond Hill Junior School	No Data / Suppressed	28.6	44.4	69.6	61.1
Stevenage	No Data / Suppressed	48.5	48.7	50.4	54.8
Hertfordshire	No Data / Suppressed	56.2	55.3	54.9	56.8
England	No Data / Suppressed	58.6	58.9	59.0	59.7

22.2% of the 2025 disadvantaged pupils were working at a higher standard of grammar, punctuation and spelling

Almond Hill Junior School, 22.2%



Disadvantaged					
	2021	2022	2023	2024	2025
Almond Hill Junior School	No Data / Suppressed	0.0	16.7	43.5	22.2
Stevenage	No Data / Suppressed	7.5	12.1	15.0	14.0
Hertfordshire	No Data / Suppressed	14.3	16.0	16.9	15.6
England	No Data / Suppressed	16.9	18.5	19.9	18.6

**105.1**

was the average 2025 scaled grammar, punctuation and spelling score for disadvantaged children

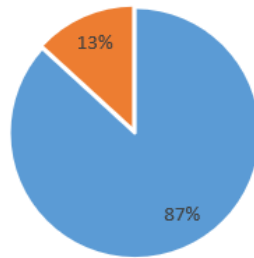
Disadvantaged					
	2021	2022	2023	2024	2025
Almond Hill Junior School	No Data / Suppressed	96.3	101.9	107.0	105.1
Stevenage	No Data / Suppressed	100.0	100.2	101.1	101.8
Hertfordshire	No Data / Suppressed	101.5	101.4	101.8	102.1
England	No Data / Suppressed	102.1	102.1	102.4	102.6

## Well being/Pastoral

Pastoral records evidence impact of interventions qualitatively and quantitatively. Pupil survey shows well being outcomes for children in receipt of PPG funding are favourably comparable to non PPG peers and sometimes better demonstrating impact.

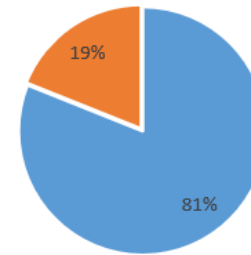
Pupil Survey Summer 2025 – Pupil Premium Analysis. Of those surveyed, 53 children are pupil premium and 248 children are non-pupil premium

PP - Do you feel you are an important part of our school?



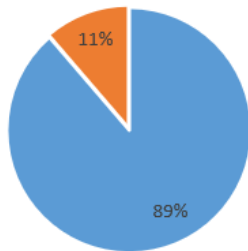
■ yes ■ no

Non PP - Do you feel you are an important part of our school?



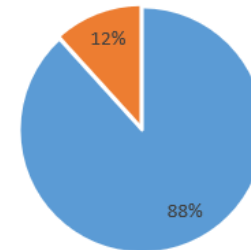
■ yes ■ no

PP- Do you feel proud to share your culture at Almond Hill?



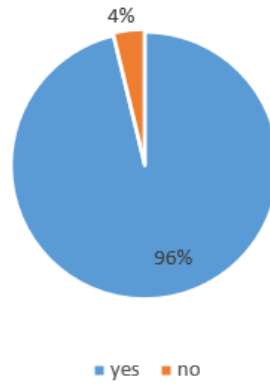
■ yes ■ no

Non PP- Do you feel proud to share your culture at Almond Hill?

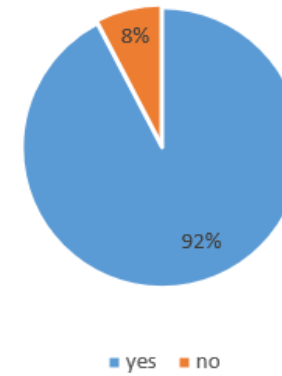


■ yes ■ no

PP - Do you remember what you learn about staying safe and use it in real life?

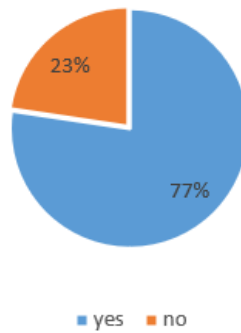


Non PP - Do you remember what you learn about staying safe and use it in real life?

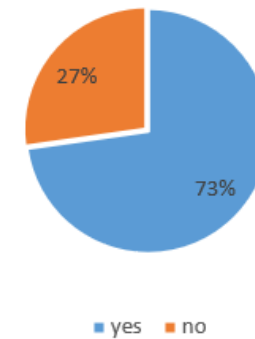


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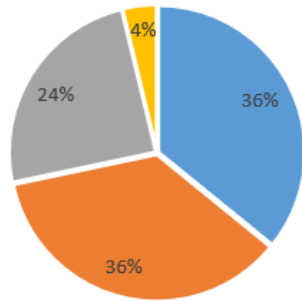
PP - In your opinion, do the weekly kindness challenges make your school feel like a kinder place to be?



Non PP - In your opinion, do the weekly kindness challenges make your school feel like a kinder place to be?

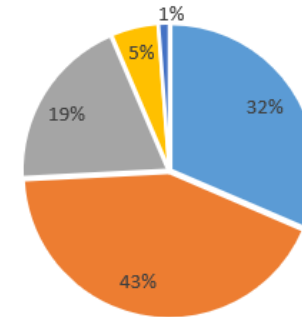


PP - I enjoy learning at this school



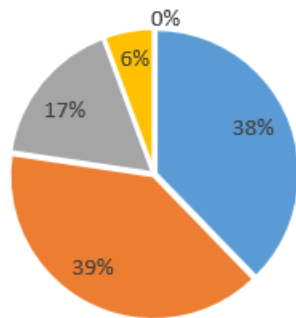
■ All the time ■ Most of the time ■ Some of the time ■ Almost never ■ Never

Non PP - I enjoy learning at this school



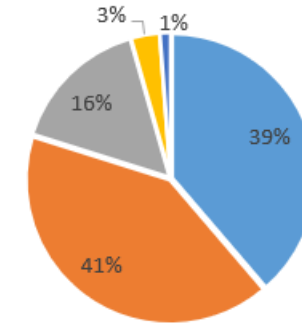
■ All the time ■ Most of the time ■ Some of the time ■ Almost never ■ Never

PP - There is an adult at school I can talk to if something is worrying me



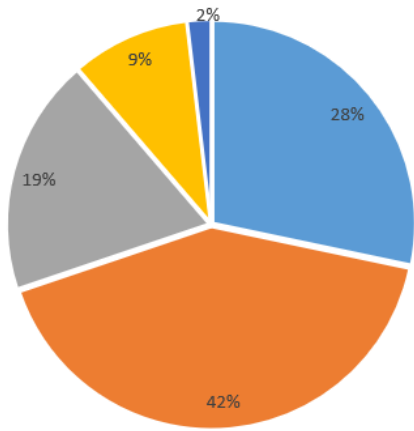
■ Strongly Agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly Disagree

Non PP - There is an adult at school I can talk to if something is worrying me



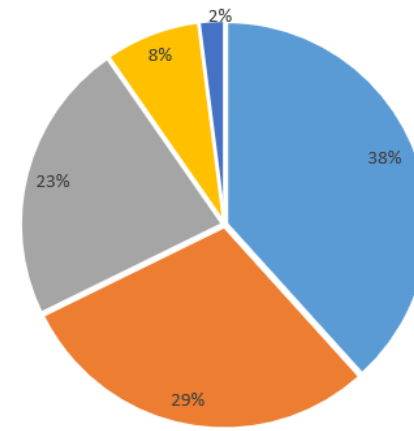
■ Strongly Agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly Disagree

PP- Is bullying a problem at your school?



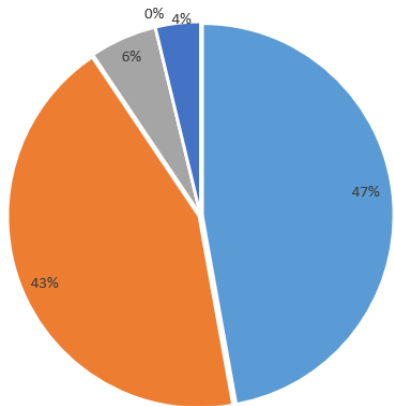
- It doesn't happen
- It happens and teachers are really good at resolving it
- It happens and teachers are good at resolving it
- It happens and teachers are not good at resolving it
- It happens and teachers do nothing about it

Non PP- Is bullying a problem at your school?



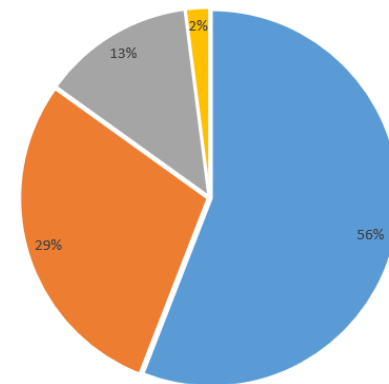
- It doesn't happen
- It happens and teachers are really good at resolving it
- It happens and teachers are good at resolving it
- It happens and teachers are not good at resolving it
- It happens and teachers do nothing about it

PP - I feel safe when I am at school



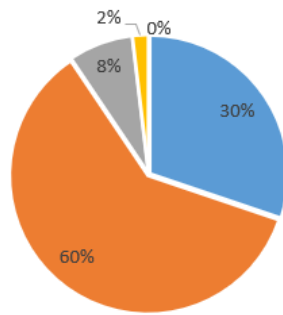
- All the time
- Most of the time
- Some of the time
- Almost never
- Never

Non PP - I feel safe when I am at school



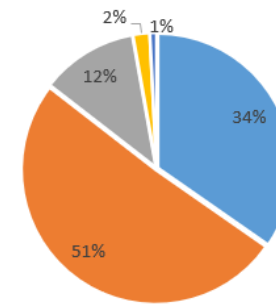
- All the time
- Most of the time
- Some of the time
- Almost never
- Never

PP - My school encourages me to look after my physical health (for example healthy eating and fitness)



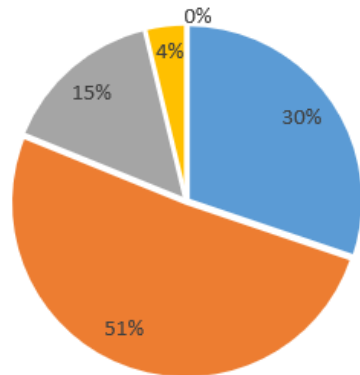
■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

Non PP - My school encourages me to look after my physical health (for example healthy eating and fitness)



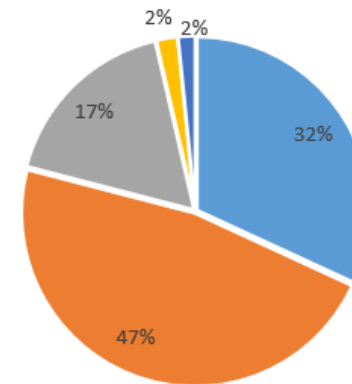
■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

PP - My school encourages me to look after my emotional and mental health



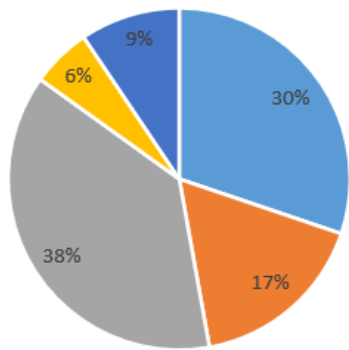
■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

Non PP - My school encourages me to look after my emotional and mental health



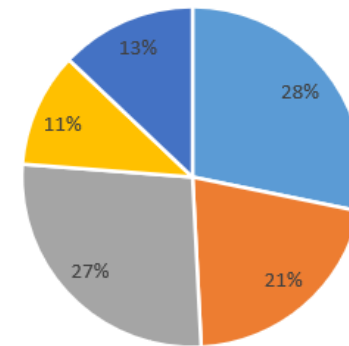
■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

PP - I take part in school activities outside of lessons, like clubs, sports, music and art



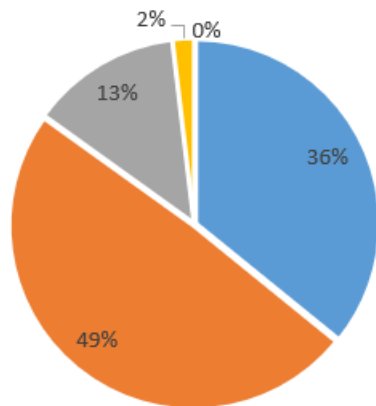
■ Very frequently ■ Frequently ■ Sometimes ■ Not very often ■ Never

Non PP - I take part in school activities outside of lessons, like clubs, sports, music and art



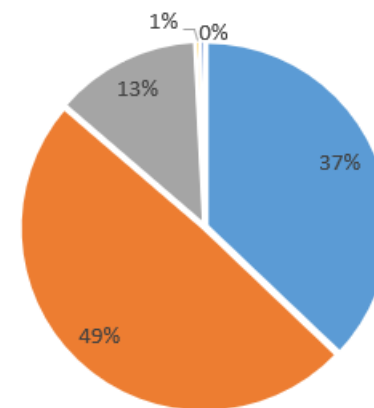
■ Very frequently ■ Frequently ■ Sometimes ■ Not very often ■ Never

PP - My school encourages me to be independent and to take on responsibilities



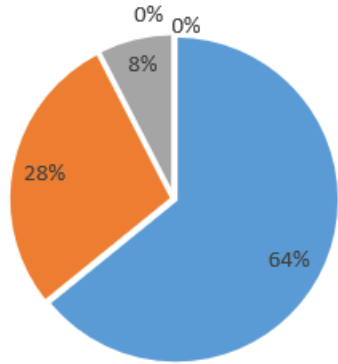
■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

Non PP - My school encourages me to be independent and to take on responsibilities



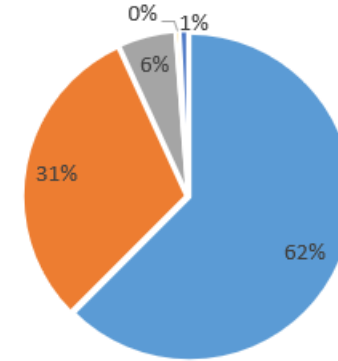
■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

PP - My school encourages me to respect people from other backgrounds and to treat everyone equally



■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

Non PP - My school encourages me to respect people from other backgrounds and to treat everyone equally



■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Drawing and Talking	Drawing and Talking
ELSA	HCC
Resilience teaching	Bounce
Oracy	Voice 21
Well being accreditation	HFL
Reading Fluency	HFL
Power of Reading	CLPE