

Pupil premium strategy statement – Alameda Middle 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	721
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs Ross, Headteacher
Pupil premium lead	Mrs Ross
Governor / Trustee lead	Mrs Ford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,835
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ n/a
Total budget for this academic year	£123,835

Part A: Pupil premium strategy plan

Statement of intent

At Alameda Middle School, our intent is to ensure that all pupils—regardless of background or socioeconomic status—receive the high-quality education, support, and opportunities they need to achieve their full potential. We recognise that disadvantage can present a range of barriers to learning and well-being, and we are committed to using Pupil Premium funding strategically and effectively to remove these barriers and improve outcomes for all eligible pupils.

Our Core Principles

- **Equity, not equality:** We understand that disadvantaged pupils may require additional, targeted support to succeed. Our use of the Pupil Premium is designed to provide this personalised and evidence-based intervention.
- **High expectations:** We maintain the same high aspirations for Pupil Premium pupils as for all learners. We believe they can and will achieve highly.
- **Quality-first teaching:** The most effective way to raise outcomes for disadvantaged pupils is to ensure consistently excellent teaching. We therefore invest in professional development, curriculum design, and practices proven to secure progress.
- **Whole-child approach:** Academic success is supported by pupils' social, emotional, and mental well-being. We use funding to provide pastoral support, enrichment, and wider opportunities that build confidence and resilience.
- **Evidence-led decision making:** Our strategic decisions are guided by research, including the Education Endowment Foundation (EEF), internal data, and ongoing evaluation of impact.

Our Aims

Through the effective use of Pupil Premium funding, we aim to:

- Narrow the attainment gap between disadvantaged pupils and their peers in reading, writing, and mathematics.
- Accelerate progress for disadvantaged pupils, especially those with SEND or other vulnerabilities.
- Improve attendance and punctuality, ensuring pupils are consistently ready to learn.
- Enhance pupils' well-being through targeted pastoral and mental health support.
- Increase access to enriching experiences that broaden horizons and develop cultural capital.

Strengthen parental engagement, supporting families to better advocate for and support their children's learning.

How We Will Achieve This

We will:

Invest in high-quality teaching through training, coaching, and curriculum development.

Provide targeted academic interventions delivered by skilled staff.

Offer additional pastoral support including mentoring, counselling, and attendance initiatives.

Remove financial barriers to participation in enrichment activities, trips, and clubs.

Work collaboratively with families and external agencies to ensure tailored support.

Long-Term Vision

Our long-term aim is that disadvantaged pupils leave Alameda as confident, articulate, and successful learners, equipped with the academic foundation, personal skills, and aspirations needed to thrive in the next stage of their education and in life.

Challenges

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

Challenge number	Detail of challenge
1	27% of disadvantaged pupils also have a SEND
2	Pupils from disadvantaged backgrounds are more likely to experience poor attendance—a significant barrier to sustained learning
3	Limited parental engagement and reduced motivation can lead to lower participation in extracurricular activities
4	The reading gap is widening
5	Outcomes in maths are significantly below cohort averages

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 attendance	The gap in attendance between PP pupils and non-PP pupils closes
2. Improved reading outcomes	Key stage 2 SATs results (reading) measure a closing of the gap between PP pupils and non-PP pupils Year 8 entry to exit GL tests show a reduction of the gap between PP pupils and non-PP pupils in English
3. Improved outcomes in mathematics	Key stage 2 SATs results (maths) measure a closing of the gap between PP pupils and non-PP pupils Year 8 entry to exit GL tests show a reduction of the gap between PP pupils and non-PP pupils in mathematics
4. Improved engagement in wider opportunities	All pupil premium pupils are engaged in the wider life of the school: extra-curricular, leadership roles, trips etc
5. Improved engagement with the parents and carers of disadvantaged families	Parental engagement with school is measurably improved (e.g. parents' evenings, information evenings etc)

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 61,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit and retain high quality teachers and teaching assistants at every stage of their career, through mentoring, coaching and good quality CPD	Education Endowment Foundation: <i>"Investing in high-quality teaching should rightly be a top priority for Pupil Premium spending."</i> EEF Pupil Premium Guide 2023 Third Pace Learning	2,4,5,

Whole school focus on engagement (Do Now, cold calling, use of whiteboards, timed activities)	Principles of effective pedagogy (Barak Rosenshine) What makes great teaching? (The Sutton Trust) EEF Toolkit Collaborative learning approaches +5 EEF Toolkit Feedback +5	1,2,4,5
Termly internal and external CPD to raise the quality of teaching (including external maths support, Hywel Roberts, Robin Launder, trauma informed training)	Breaking down the gap, Education Policy Institute, 2025	1,2,4,5
Early identification of barriers and high-quality interventions by the SEND team	EEF Toolkit Phonics interventions +5 EEF Toolkit Teaching Assistant Interventions +4	2,4,5
Homework Club	Providing a place for PP pupils to do their homework at lunchtimes. EEF Toolkit +5	3, 4

Targeted academic support (academic interventions)

Budgeted cost: £13,919

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1/small group interventions supported by a specialist maths tutor	One to one tuition EEF Toolkit +5 Small group tuition EEF Toolkit + 4 Reading comprehension strategies EEF Toolkit +7	1,2,4,5
1:1/small group interventions supported by a graduate tutor (Connolly Foundation)		

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

Budgeted cost: £ 48,086

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP breakfast to support attendance	https://www.gov.uk/ Free breakfast clubs will help ensure pupils start every day ready to learn and in turn will improve behaviour, attendance and attainment. The Sutton Trust Ensure no child is hungry in school	1, 2, 3
Wider opportunities including financial assistance with trips and cultural opportunities	Helping families with the cost of our academic trips and visits, ensuring that PP pupils have the opportunity to gain these experiences.	4
Supported music lessons	EEF Toolkit, Arts Participation +3	4, 5
Reading support, including providing books and reading celebrations and reading clubs	The National Literacy Trust In 2025, 1 in 10 (10.3%) of children and young people aged 5 to 18 did not have a book at home. The gap in ownership by FSM status has increased from 4.4 percentage points to 6.7 percentage points since 2024.	2, 4
Providing equipment, uniform and books (e.g. revision books)	Removing barriers to learning.	1, 2, 3,4, 5
Pastoral interventions to support EBSNA, wider attendance issues, mental health concerns and counselling	EEF Toolkit +2	1,2,3,4,5
Emergency pot for pupils who need external intervention (e.g. counselling)	EEF Toolkit Social and emotional learning +3	1,2,3,4,5
Parental engagement	EEF Toolkit +4 Build strong links with parents. SLT, Year 5 lead and pastoral team to visit all pupil premium families as part of transition, breaking down parental barriers to engaging with school.	5

Total budgeted cost: £ 123,835

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- PP pupils are making increasingly strong progress over time, particularly in SPaG and maths, where year-on-year improvements demonstrate the positive impact of targeted support. English outcomes have stabilised and are improving, with gaps to non-disadvantaged peers narrowing across subjects. Overall, PP attainment shows resilience, recovery and accelerating progress
- Key stage 2 reading data shows a narrowing of the gap from 2024 to 2025 (20% to 15%)
- Key stage 2 writing shows a greater percentage of disadvantaged pupils achieving the expected standard year on year (52% (2024) to 54% (2025))
- Disadvantaged pupils have made accelerated progress in SPaG (35% (2024) to 50% (2025))
- Key stage 2 maths outcomes show accelerated progress for disadvantaged pupils (43% (2024) to 50% (2025))
- Key stage 3 data shows that, over time, the attainment gap between disadvantaged pupils and their non-disadvantaged peers has reduced.

Year 8 (GL Points Progress data)	2023	2024	2025
All pupils	0.7	1.6	4.0
PP	-5.3	2.1	2.4
Gap	-6	+0.5	-1.6

- Overall attendance has shown a marginal improvement of 0.56%, however attendance for pupils eligible for Pupil Premium has decreased by 0.85%. This decline is primarily attributable to Year 7 pupils, particularly boys.
- A small number of individual pupils have had a disproportionate impact on these figures due to their additional needs, resulting in emotionally based school non-attendance (EBSNA).
- Two pupils were placed on part-time timetables as a supportive measure.

Externally provided programmes

Programme	Provider
Music Lessons	Inspiring Music