Alverton Community Primary School Pupil Premium Statement 2017/18

Pupil Premium Grant (PPG): £99,000
Proportion of Cohort: 35.5%
Number of disadvantaged pupils: 70

Mission
Alverton School believes that: Together Everyone Achieves More.
We are a school where everyone is welcomed, efforts are valued, ambition is nurtured and where the potential of every child is realised.
We are committed to providing the highest quality education for all children regardless of background or barrier to learning, in every aspect of school life.

School Culture and Values

Alverton School has 5 core values

- **Challenge**. All children will be challenged to achieve the best possible outcomes. Socio-economic disadvantage does not equate to 'low ability', and ability is not fixed.
- **Understand**. Success in learning is the best way to support disadvantaged pupils.
- **Excite**. Every pupil has the opportunity to maximise their potential in all areas of the curriculum. Pupil Premium funding is not simply 'catch up funding'.
- **Co-operate**. We work together to understand and adopt evidence informed approaches
- **Welcome**. Strong relationships are valued in all aspects of school life.

Understanding barriers

At Alverton Primary School we understand that challenging socio-economic circumstances can create additional barriers to success for children. However, we are clear that these challenges can be overcome. The evidence base strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. Excellent classroom teaching can be achieved by all teachers with high quality professional development, sharing of outstanding practice and open and honest conversations about learning. All children need opportunities to enrich their lives through experience and schools must make sure that where children are unable to access these through home the opportunities are provided for them by school.

Although financial support is provided for schools specifically for children who qualify for Pupil Premium, outstanding educational outcomes for these children are best achieved through ensuring outstanding practice in classrooms throughout the school. In this way all vulnerable children are helped to achieve the best possible outcomes according to their starting points.

Research and evidence about tackling educational disadvantage means that we must first identify barriers to learning. Alverton School has conducted a deep analysis of barriers to learning for disadvantaged pupils in our school and identified the following barriers.

- A language deficit - both a gap in vocabulary and a lack of ability to manipulate language for effect

- A lack of metacognitive strategies – we have analysed the qualities we see in our successful and less successful learners.

- Emotional wellbeing - which can impact on behaviour for learning

- Limited Cultural capital and enrichment - lack of experiences limits language and understanding

- Attendance - overcoming this barrier can be a long process. When children, who may already have additional barriers to learning, do not attend school regularly, the impact of the school is lessened due to the lack of time.

Many of our vulnerable children will be experiencing more than one of these barriers to learning.

Tackling Barriers

The primary way to overcome the barriers to learning Alverton pupils face is by accessing consistently excellent teaching. All of our strategies are underpinned by a strong evidence base.

- Frequent, evidence based CPD focussed on the needs of pupils, particularly those from disadvantaged backgrounds.

- Ensuring that disadvantaged Pupils access very high quality Early Years provision

- The development of a language-rich curriculum. There is access to high quality, challenging language in all aspects of school life.

- Opportunities for children to use metacognitive strategies in their learning.

- Use of Teaching Assistants in every classroom to enable class teacher time to work with vulnerable learners.

- Cultural enrichment opportunities: school trips, school garden, art club, sports coaches, arts enrichment, music, making the most of local area.

- Pupil Voice: systems are in place to ensure that children are heard within their classroom as well as throughout the school.

- Parents: The school actively engages with parents through opening classrooms to parents for one afternoon every term so that families can work together during 'Drop Everything and Enjoy Play'

- Working with parents to engage them in supporting their child and to improve their attitude and attendance.

- Introduction of online Mathletics and Third Space Learning to develop mathematics both at home and in school. Booster Sessions led by HLTA for identified Y6 pupils

Monitoring and Impact Evaluation

1. Data analysis

2. Pupil progress meetings

3. Regular moderated assessment

4. Learning walks

5. Learning discussions with pupils who show their books

6. Support and challenge for individual teachers

7. Teachers working with most vulnerable children regularly.

8. Regular, rigorous SLT meetings to assess impact of actions

9. School improvement Plan written by staff, pupils and governors

10. Regular School Improvement Plan monitoring reports to governing body

11. Annual School Improvement Plan informs teacher and teaching assistant performance management targets

12. Listening to the views of all children to hear about their learning and experiences of school.

13. Regular external review.
As a school, we engage with peer review opportunities with the local cluster partnership and the Swaledale Teaching Alliance that focus sharply on the learning needs of pupils, particularly those from disadvantaged backgrounds.

Impact Data
School Performance Data can be seen here:
https://www.compare-school-performance.service.gov.uk/school/121368
We will publish an analysis of this data on 08/09/2017
General
For more information about the Pupil Premium please visit the Department for Education website:
https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings