

# Alverton Pupil Premium Strategy Statement

## School overview

| Metric                                      | Data   |
|---|--|
| Reviewed                                    | April 2021 (R Linsley / J Stewart)   |
| School name                                 | Alverton Community Primary School  |
| Pupils in school                            | 215  |
| Proportion of disadvantaged pupils          | 51% (110/215)  |
| Pupil premium allocation this academic year | Funded for 92 (October Census)<br>£123, 740 (Deficit £24,210 from updates to January Census) |
| Academic year or years covered by statement | 2019-22  |
| Publish date                                | 05 November 2019   |
| Review date                                 | 05 January 2022  |
| Statement authorised by                     | Richard Linsley  |
| Pupil premium lead                          | Jean Stewart   |
| Governor lead                               | Beverley Peat  |

## Disadvantaged pupil progress scores for last academic year (2019)

| Measure | Score |
|---------|-------|
| Reading | -0.9  |
| Writing | -5.1  |
| Maths   | 0.1   |

## Disadvantaged pupil performance overview for last academic year (2019)

| Measure                          | Score |
|----------------------------------|-------|
| Meeting expected standard at KS2 | 58%   |
| Achieving high standard at KS2   | 4%    |

## Strategy aims for disadvantaged pupils

| Measure    | Activity   |
|------------|--|
| Priority 1 | Ensure all relevant staff (including teaching assistants – particular focus on NQTs/ECTs) have received training to deliver phonics, EGPS and Writing effectively supported by relevant resources. |

|   |   |
|---|---|
|   | <p><a href="#">* Link to EEF Pupil Premium Guide</a></p> <p><b><u>Actions:</u></b><br/> All staff have had Phonics Training delivered by the LA and the English Hub (September 20 / February 21).<br/> Teachers have received EGPS training and it is embedded in school (2020/2021).<br/> Teachers have received Pobble Training for Writing (March 21) as well as Subject Leader and Senior Leader training and input (ongoing 2020/21).</p> <p><b><u>Impact:</u></b><br/> Unable to judge the full impact of the support given to teachers due to lockdown. Staff are more confident in the areas where they have received training.</p>   |
| Priority 2                                    | <p><a href="#">To develop subject leadership including the wider curriculum subjects to secure high-quality teaching to achieve a higher % of PP children at expected and greater depth.</a></p> <p><a href="#">* Link to EEF Pupil Premium Guide</a></p> <p><b><u>Actions:</u></b><br/> Subject Leadership Training from LA (Sept 2020)<br/> Subject Leadership Support from SLT (2020-2021)<br/> Subject Leadership Support and Training (Swaledale Alliance Network Meetings and CPD 2020-2021)<br/> Core Subject Training (beacon Partnership 2020-2021)</p> <p><b><u>Impact:</u></b><br/> Due to the pandemic no national data to compare but we have looked at internal school data and although PP children were disadvantaged further by the lockdown they have shown progress since returning to school.</p> |
| Priority 3                                    | <p><a href="#">As a result of the pandemic ensure catch-up programmes and tutoring for individuals and groups are in place.</a></p> <p><a href="#">* Link to EEF Pupil Premium Guide</a></p> <p><b><u>Actions:</u></b><br/> Identify pupil premium children for tutoring in the summer term<br/> Ensure interventions are in place and are targeting pupils in need in English and Maths.<br/> Use of Targeted TA Support (EEF Guide)</p>   |
| Barriers to learning these priorities address | Ensuring staff develop high quality teaching and assessment strategies  |

|                    |   |
|--------------------|---|
|                    | <ul style="list-style-type: none"> <li>• Impact of the pandemic of disadvantaged pupils and their resilience to writing</li> <li>• Phonic ability of younger pupils due to the pandemic</li> <li>• Impact and validity of home learning on assessment</li> <li>• Mental health and wellbeing of staff and pupils</li> </ul> |
| Projected spending | £80,000   |

### Teaching priorities for current academic year 2021-2022

| Aim                     | Target  | Target date |
|-------------------------|---|-------------|
| Progress in Reading     | Achieve national average attainment/ progress scores in KS2 Reading (0) | Sept 22     |
| Progress in Writing     | Achieve national average attainment/ progress scores in KS2 Writing (0) | Sept 22     |
| Progress in Mathematics | Achieve national average attainment/ progress scores in KS2 Maths (0)   | Sept 22     |
| Progress in EGPS        | Achieve national average attainment/ progress scores in KS2 EGPS (0)    | Sept 22     |
| Phonics                 | Achieve at least national average expected standard in PSC              | Sept 22     |
| Other                   | Improve attendance of disadvantaged pupils to LA average (96%)          | Sept 22     |

### At Alverton we very much use and develop the key principles highlighted by EEF (Education Endowment Foundation) Pupil Premium Guide p.5:

1. Schools can make a difference
2. Evidence can help
3. **Quality Teaching Helps Every Child**
4. Implementation Matters
5. Support for Middle and High Attainers too

**We also believe in a tiered approach (EEF PP Guide, p.9):**

1. Teaching
2. Targeted Academic Support
3. Wider Strategies

**Targeted academic support for current academic year 2021 - 2022**

| Measure                                       | Activity   |
|---|--|
| Priority 1                                    | <p>Buy and embed use of Phonically decodable books across all year groups to use phonic knowledge to develop progress in reading.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>*Books bought and integrated into EYFS and Y1/Y2</li> <li>* Audit of books needed for KS2 – particularly as a result of the pandemic</li> </ul>  |
| Priority 2                                    | <p>Use Teaching Assistants to deliver individual / small group interventions for disadvantaged pupils falling behind age-related expectations. Use of Tutoring as referenced in EEF Guide)</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>*Interventions in place at KS1 and KS2 based on good practice shared in Phonics training.</li> <li>* Monitored SLT</li> </ul> |
| Barriers to learning these priorities address | Encouraging wider reading and providing catch-up in EGPS and writing – typically an area of weakness   |
| Projected spending                            | £25,000  |

**Wider strategies for current academic year 2021 - 2022**

| Measure    | Activity   |
|------------|--|
| Priority 1 | <ul style="list-style-type: none"> <li>* Link to EEF Pupil Premium Guide</li> <li>Staffing for a free Breakfast club to improve attendance and provide lunchtime playleader</li> </ul>   |
| Priority 2 | <p>Provide free extra-curricular activities for disadvantaged pupils. E.g. after school clubs and trips</p> <ul style="list-style-type: none"> <li>* Provide devices for home learning opportunities</li> <li>* Supplement the cost of school uniform / equipment</li> <li>*Supplement the cost of residential activities</li> </ul> |

|   |   |
|---|---|
| Barriers to learning these priorities address | Improving attendance and readiness to learn for the most disadvantaged pupils<br>Attendance Aut 2019: NPP 96.5% PP 94.7%<br>Attendance Aut 2020: NPP 97.9% PP 96.3% |
| Projected spending                            | £20,000   |

## Monitoring and Implementation

| Area             | Challenge  | Mitigating action   |
|------------------|--|---|
| Teaching         | Ensuring enough time is given over to allow for staff professional development | Use of INSET days and additional cover being provided by senior leaders                           |
| Targeted support | Ensuring enough time for school English-lead to support staff                  | School leader supported by local authority to implement improvement in phonics, EGPS and Writing. |
| Wider strategies | Engaging the families facing most challenges                                   | Working closely with the LA and other local schools in attendance issues.                         |

## Review: last year's aims and outcomes

| Aim  | Outcome   |
|--|---|
| Developing early literacy skills in Foundation Stage/KS1   | Steady improvement in disadvantaged pupil progress from 2018 to 2019. On track towards aim.<br>No national data and internal school data will be reviewed Summer 2021   |
| Ensure accelerated progress of Pupil Premium children in Reading, Writing and Maths to achieve age related expectation | Continue to diminish the difference across school between Pupil Premium children and Non-Pupil Premium children. On track towards aim.<br>No national data and internal school data will be reviewed Summer 2021                        |
| Improve language skills of Pupil Premium children  | Achievement in literacy of Pupil Premium children is below national average at end of KS2 although progress has been made towards diminishing the difference.<br>No national data and internal school data will be reviewed Summer 2021 |
| Improve attendance.  | Improvement in attendance since last year. Continued focus on cross-school and across-LA working to address this issue.<br>Improved school attendance – data will be reviewed summer 2021   |
| Rollover targets due to Covid-19.  |   |
| Improve facilities for remote learning for disadvantaged pupils  | LA Scheme<br>Pupil Premium Funding  |
| Focus on assessing reading, writing and Maths.   | Identified interventions and catch up in place for summer term.   |