

# Pupil premium strategy statement – Alverton Community Primary School



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	242
Proportion (%) of pupil premium eligible pupils	55% (132/242)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Sue Porteus (CofG)
Pupil premium lead	Richard Linsley (HT) / Katey Lacey (DHT)
Governor / Trustee lead	Jean Stewart

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£179, 072.80
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£ 0
<b>Total budget for this academic year</b>	£179, 072.80 TOTAL: 179, 072.80

# Part A: Pupil Premium Strategy Plan

## Statement of intent

All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to 'diminishing the gap' between vulnerable pupils and their peers, the pupil premium forms a vital part of this process. This funding helps remove barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life. The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Provision will be made through:

Facilitating pupils' access to education

Facilitating pupils' access to the curriculum

Alternative support and intervention within the school

It is the responsibility of the school to explain pupil premium expenditure to parents in the form of an annual statement. This report aims to detail information on how Pupil Premium has been used within school. It will detail the attainment and progress of pupils who are covered by the premium and the intervention that has been supported by the additional funding.

## Challenges

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

Challenge number	Detail of challenge
1	A significant proportion of children are falling behind their peers in writing and therefore a gap is highlighted.
2	Poor language skills, including limited range of vocabulary, linked with limited life experiences and availability of quality texts in the home (Early Reading and Phonics)
3	Due to financial constraints, pupils are unable to engage in residential and school trips to participate fully in academic work that proceeds and follows.
4	Low attendance rates – Absence and persistent absence. Higher for PP children.
5	Increased cohort of refugee families in the school community – additional support needed for the 17 pupils many with limited English.
6	High degree of digital and Wi-Fi poverty in the local community that hugely restricted majority of pupils during lockdown.

7	Parental awareness of PP funding and the level of support given in school.
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## 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. A significant proportion of children are falling behind their peers in writing and therefore a gap is highlighted.	<p>CPD for Quality First Teaching / mentoring and coaching support – see re-search findings of John Dunford 'using the pupil premium effectively: an evidence-based approach to closing the gap'.</p> <p>Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up – see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> <ul style="list-style-type: none"> <li>• SLT members to continue to attend training for writing – pobble.</li> <li>• Improvements in the provision of writing for PP pupils regarding teacher delivery because of training.</li> <li>• Teacher and TA input for writing to be consistent across the whole school.</li> <li>• Consistent implementation of good practice and high expectations across the school for reading.</li> <li>• Increased % of PP pupils working at ARE or above across the school in writing.</li> <li>• Creative curriculum to be book focused with use of quality texts across the school to inspire writing.</li> <li>• Letters and handouts for parents to explain the curriculum and learning opportunities for their children.</li> <li>• On-going letters and handouts for parents on how they can help with their child's learning.</li> <li>• Sharing of children's targets</li> <li>• Parents meeting specifically for writing.</li> <li>• Open day events and year group learning workshops.</li> </ul> <p>Access to pre-teaching of reading skills and exposure to texts to inspire writing.</p>
2. Poor language skills, including limited range of vocabulary, linked with limited life experiences and availability of quality texts in the home (Early Reading and Phonics)	<p>EEF - Improving Literacy in KS1 Develop pupils' speaking and listening skills and wider understanding of language - activities which extend pupils' spoken and receptive vocabulary</p> <ul style="list-style-type: none"> <li>• EYFS provision to include child led responses to develop language skills</li> </ul>

	<ul style="list-style-type: none"> <li>• SLT to engage parents in development of language skills.</li> <li>• Improvements in the provision for reading for PP pupils.</li> <li>• Teacher and TA intervention for reading to be consistent across the whole school. <ul style="list-style-type: none"> <li>• Consistent implementation of excellent practice and high expectations across the school for reading.</li> </ul> </li> <li>• Increased % of PP pupils working at ARE or above across the school in reading.</li> <li>• Access to pre-teaching of reading skills and exposure to texts.</li> </ul>
3. Due to financial constraints, pupils are unable to engage in residential and school trips in order to participate fully in academic work that proceeds and follows.	<p>EEF - Provision of a range of initiatives to extend children's experiences see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>. Education Endowment Trust Toolkit</p> <ul style="list-style-type: none"> <li>• Pupils' who are eligible, will receive PP funding as soon as possible – early office checks.</li> <li>• A greater number of FS2 and KS1 parents will complete the forms necessary to enable PP funding.</li> <li>• Funding will be available to support learning outside of school.</li> <li>• Funding will allow a greater number of PP pupils will have access to residential, school trips and after school clubs.</li> </ul> <p>Funding used to encourage PP pupils to access <del>extra</del> providers sport/music tuition.</p>
4. Low attendance rates – Absence and persistent absence. Higher for PP children.	<p>Deployment of administrative and pastoral staff to support families to improve attendance and eradicate persistent absenteeism see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>.</p> <ul style="list-style-type: none"> <li>• To further improve attendance rate of disadvantaged pupils</li> <li>• Dedicated attendance manager (KL - DHT) to implement robust system of response to absence.</li> <li>• Funding to offer incentives for high attendance pupils – end of term/year rewards</li> </ul>
5. Increased cohort of refugee families in the school community – additional support needed for the 17 pupils many with limited English.	<p>EEF - Provision of a range of initiatives to extend children's experiences see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>. Education Endowment Trust Toolkit</p> <ul style="list-style-type: none"> <li>• PP champion allocated within school and identified with parents.</li> <li>• Pupils' who are eligible, will receive PP funding as soon as possible.</li> <li>• A greater number of FS2 and KS1 parents will complete the forms necessary to enable PP funding.</li> </ul>

	<ul style="list-style-type: none"> <li>On-going letters and handouts for parents explain the curriculum and learning opportunities for their children.</li> <li>Work closely with EAL team to broker support pack-age</li> <li>CPD for teachers and teaching assistants</li> </ul> <p>Purchase Learning Village – Online Support programme</p>
6. High degree of digital and Wi-Fi poverty in the local community that hugely restricted majority of pupils during lockdown.	<p>EEF - Provision of a range of initiatives to extend children's experiences see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>. Education Endowment Trust Toolkit</p> <ul style="list-style-type: none"> <li>Pupils' who are eligible, will receive PP funding as soon as possible.</li> <li>A greater number of FS2 and KS1 parents will complete the forms necessary to enable PP funding.</li> <li>Funding will be available to support learning outside of school.</li> <li>Funding will allow a greater number of PP pupils will have access to digital equipment in school opportunity to loan DFE devices if isolating</li> <li>Audit current digital provision</li> <li>Free opportunities to join code club / become a digital leader</li> </ul>
7. Parental awareness of PP funding and the level of support given in school.	<p>EEF - Provision of a range of initiatives to extend children's experiences see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>. Education Endowment Trust Toolkit</p> <ul style="list-style-type: none"> <li>PP champion (Interim- KL) allocated within school and identified with parents.</li> <li>Pupils' who are eligible, will receive PP funding as soon as possible.</li> <li>A greater number of FS2 and KS1 parents will complete the forms necessary to enable PP funding.</li> <li>On-going letters and handouts for parents explain the curriculum and learning opportunities for their children.</li> <li>On-going letters and handouts for parents on how they can help with their child's learning.</li> <li>Sharing of children's termly targets</li> </ul> <p>Open day events and year group learning workshops.</p>

## 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: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pobble Training and Support for all Teachers	EEF research – Improving Literacy at KS2 (April 17) 'Rapid provision of support is important, but it is critical to ensure it is the right support.... Diagnostic assessment makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills that a pupil already knows well. A range of diagnostic assessments are available, and staff should be trained to use & interpret these effectively.	1
<i>CPD Delivering Little Wandle Early Reading and Phonics - Purchase of Resources</i>	EEF - Improving Literacy in KS1 Develop pupils' speaking and listening skills and wider understanding of language -activities which extend pupils' spoken and receptive vocabulary EEF - Improving CLL in Early Years Prioritise the development of communication and language EEF Improving Literacy in KS2 ... activities that extend pupils' expressive and receptive vocabulary; collaborative learning activities where pupils can share their thought processes; ... pupils articulating their ideas verbally before they start writing.	2
<i>Subject Leadership Training (Swaledale &amp; Beacon Partnerships)</i>	Leadership capacity at both senior & middle leadership level is crucial in supporting & challenging staff to improve practice & raise pupil outcomes – distributed leadership impact	1,2,

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tutoring for English Writing</i>	EEF research – Improving Literacy at KS2 (April 17) 'Rapid provision of support is important, but it is	1, 5, 7

	<p>critical to ensure it is the right support....</p> <p>Diagnostic assessment makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills that a pupil already knows well. A range of diagnostic assessments are available, and staff should be trained to use &amp; interpret these effectively.</p> <p>Use of experienced Teacher Mrs Bramley</p>	
<i>Tutoring for English Reading</i>	<p>EEF - Improving Literacy in KS1 Develop pupils' speaking and listening skills and wider understanding of language -activities which extend pupils' spoken and receptive vocabulary</p> <p>EEF - Improving CLL in Early Years Prioritise the development of communication and language</p> <p>EEF Improving Literacy in KS2 ... activities that extend pupils' expressive and receptive vocabulary; collaborative learning activities where pupils can share their thought processes; ... pupils articulating their ideas verbally before they start writing.</p> <p>Use of experienced Teacher Mrs Bramley</p>	2, 5, 7
<i>Tutoring for EAL pupils</i>	<p>EEF - Feedback studies tend to show very high effects on learning... In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact. Feedback has effects across all age groups.</p> <p>Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.</p> <p>Online support and upskilling of TAs within school</p>	5, 6

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Due to financial constraints, pupils are unable to engage in residential and school trips in order to participate fully in academic work that proceeds and follows.	EEF toolkit – enrichment in the form of; sports, arts, outdoor adventure learning are shown to have +2 or +4 months impact	3

Low attendance rates – Absence and persistent absence. Higher for PP children.		Low attendance rates – Absence and persistent absence. Higher for PP children.
Increased cohort of Syrian refugee families in the school community – additional support needed for the 19 pupils many with limited English.	EEF – Parental engagement	Increased cohort of Syrian refugee families in the school community – additional support needed for the 19 pupils many with limited English.
Parental awareness of PP funding and the level of support given in school.	EEF – Parental engagement	Parental awareness of PP funding and the level of support given in school.
Wellbeing Support	EEF – Social and Emotional Learning	Pupil support for SEMH through art.

**Total budgeted cost: £ 180,000**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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

*\* Link to EEF Pupil Premium Guide Actions:*

*All staff have had Phonics Training delivered by the LA and the English Hub as well as by Phonics Lead within school.*

*Teachers have continued to receive EGPS training, and it continues to be monitored within school.*

*Teachers have received Pobble Training for Writing (March 21) as well as Subject Leader and Senior Leader training and input (ongoing 2021/22).*

**Impact:**

*Staff are more confident in the areas where they have received training however the full impact of training has not been fully seen due to the continued impact of Covid on staff and pupils in 2020/2021.*

*ECTs successfully completed Year 1 of training and secured positive results for pupils in class was identified as a good role model for delivering phonics*

*Phonics – all staff received training and support programme was implemented at the start of the spring term and double sessions were implemented to catch up. January 2023 will have been 1 complete cycle and suggests greater impact in summer term.*

*Also implemented in Y3 for pupils who needed catch up.*

*EGPS / Writing – Diagnosis of data from KS1/2 SATs to identify areas for development. Spelling and vocabulary were highlighted.*

*Writing training and monitoring delivered by English Lead.*

**Priority 2** *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.*

*\* Link to EEF Pupil Premium Guide*

**Actions:**

*Subject Leadership Training from LA (Sept 2020) Subject Leadership Support from SLT (2020-2021)*

*Subject Leadership Support and Training (Swaledale Alliance Network Meetings and CPD 2020-2021)*

*Core Subject Training (beacon Partnership (2020- 2021)*

*Subject Leader Training (Beacon Partnership Cluster Events 2021- 2022*

*Subject Leader Training Swaledale Alliance 2021 -2022*

*Maths/English/Science - Subject Leader Training Local Authority 2021-2022*

*Subject Leader Expectations delivered by SLT 2021 – 2022*

*Curriculum Review LA 2022*

**Impact:**

*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.*

*Assessment Data for PP children in Foundation Subjects has been monitored by Subject Leaders and shared with SLT*

*Exploration of new Assessment Software 22/23*

**Priority 3**

*As a result of the pandemic ensure catch-up programmes and tutoring for individuals and groups are in place.*

*\* Link to EEF Pupil Premium Guide Actions:*

*Identify pupil premium children for tutoring*

*Ensure interventions are in place and are targeting pupils in need in English and Maths.*

### *Use of Targeted TA Support (EEF Guide)*

#### **Impact:**

*Employed 2 part-time teachers to provide tutoring support and signed up to the National Tutoring Network.*

*Predominantly Pupils in KS2 Y5 and Y6 benefitted from tutoring in English and Maths*

*Pupils in KS1 – Y2 had maths support*

*Pupils in KS2 Y3/4 received maths and English support*

*Tutoring contributed to attainment and progress within class*

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Pobble	
Mathletics	
Times Table Rockstars	
Learning Village	
SeeSaw	
Little Wandle	

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
£310 x 8 £2480 Contributed to TA support across KeyStage 1/2
<b>The impact of that spending on service pupil premium eligible pupils</b>
Service pupils supported in school and in the wider community by having points of contact in school to support them pastorally and academically.  TAs used to support pupils with mental health and well being as well as academically in class.  Bespoke sessions available through Health and Well Being Support Team

## Further information (optional)

*We are running a free school breakfast club*

*Supporting community events for refugee families*

*Support with Uniform and PE Kit*

*Provide pupils with an opportunity to access a variety of after school clubs*

*Provide opportunities for pupils to represent the school in a range of sports and competitive activities*

*Ensure equal opportunity for pupil leadership roles within school.*

*Supplemented residential and trip costs*

*Appointment of PP Governor who is experienced and fully engaged in supporting, monitoring and challenging leaders about school pp provision.*