

# 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	209 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2026
Date this statement was published	December 31 <sup>st</sup> 2023
Date on which it will be reviewed	By October 31 <sup>st</sup> 2024
Statement authorised by	Lee Matravers (HT)
Pupil premium lead	Katey Lacey (DHT)
Governor / Trustee lead	Jean Stewart (CoG)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,788
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£19,146
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<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>	£177,788

## Part A: Pupil premium strategy plan

### Statement of intent

Alverton is a busy and thriving split-site one-form entry primary school situated in the heart of its community. We have a passionate, hardworking and enthusiastic staff team who are committed to providing an excellent education and outcomes and who place vital importance on the physical and emotional wellbeing of our pupils. Children start with us from 3 years of age, many with below age-related levels of language development. Inclusion is at the heart of our ethos and we have a well-established targeted mainstream SEN provision offering 8 places to children with Communication and Interaction needs that have an EHC plan. Around half of our children are eligible for Pupil Premium funding, with some of our year groups made up of more than 60% disadvantaged pupils. Our local community is in quintile 4 (more deprived) of all schools and there are a number of families who do not qualify for pupil premium funding but who are surviving on very low incomes. The impact of Covid pandemic on our disadvantaged children was significant and has widened gaps in attendance and outcomes and changed attitudes within the community towards school.

Our school is committed to diminishing the gap between our disadvantaged pupils and their peers. We aim to ensure that all children reach their full potential and fully engage with our curriculum and school life. We are continually refining and improving our curriculum to ensure that it provides the knowledge, skills and opportunities to improve the life chances of all children. Alongside this we provide children the opportunity to keep up and catch up through individual and small group interventions and additional teaching to support struggling learners.

A significant area of focus for us is in over-coming the non-academic barriers that many of our learners face, by developing excellent relationships with our families to allow appropriate support to be implemented. Our pupil premium strategy plan identifies the key challenges our children face. It outlines the outcomes we are working towards and the strategies and evidence-based activities that we are undertaking to achieve these over the next three years. This strategy is aligned with our school improvement priorities and ensures that all staff and Governors are united in their commitment to overcoming the disadvantage gap and clearly understand their roles within this process.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Outcomes</b></p> <p>Outcomes for disadvantaged children at Alverton are consistently below their non-disadvantaged peers and below national in reading, writing and maths by the end of KS1 and KS2.</p> <p>By the end of KS1 in 22/23 for RWM expected standard the gap to National non-disadvantaged pupils was –36% and to non-disadvantaged pupils at Alverton was – 32.1%</p> <p>By the end of KS2 in 22/23 for RWM expected standard the gap was to National disadvantaged pupils was – 15.8% and to non-disadvantaged pupils at Alverton was – 3.3%</p> <p>We are closing the gap, but we need to close this further and ensure that all pupils have the outcomes that they are entitled to, to ready them for life beyond Alverton school.</p>
2	<p><b>Attendance</b></p> <p>Data show that attendance is significantly below national average at Alverton with attendance for the academic year 22/23 being 91.9%. There is a significant gap in attendance between disadvantaged children 90.7% in 22/23 to their non-disadvantaged peers 93.2% in 22/23. This well below National and local attendance rates and significantly below our school target of 97%.</p> <p>Assessment and observations show that this higher absenteeism is negatively impacting disadvantaged children’s progress and attainment. Their lack of attendance results in gaps in their knowledge and in not consistently being able to attend intervention groups or extra teaching intended to close gaps, and to revisit previous learning to strengthen knowledge recall.</p>
3	<p><b>Pupil Wellbeing</b></p> <p>Our observations, supported by National Statistics, show that the impact of covid and the accompanying school closures on the wellbeing of disadvantaged children has been greater than on those non-disadvantaged children. Our records showing rising numbers of dis-advantaged children with SEMH needs requiring additional support and referral and a larger number of children displaying significant challenging behaviour. This poor emotional wellbeing is causing disadvantaged children to fall further behind their non-disadvantaged peers as they are unable to focus on learning until their SEMH needs are met.</p>
4	<p><b>Life experience</b></p> <p>Due to the cost of living crisis and high unemployment levels within families, many of our Alverton pupils do not have the same access to the wider world as their non-disadvantaged peers. Observations show that many do not regularly go out of their home town or local area, have holidays or visit places of local or national cultural interest. Their life experiences are limited. This impacts on their general knowledge, aspirations for adult life and their ability to become positive British citizens.</p>

## 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
Improved attainment in reading and writing for all Alverton pupils, with particular focus on our disadvantaged pupils, to at least in line with national by the end of KS1 and KS2.	Data show that attainment in reading and writing for all Alverton pupils is at least in line with national levels by the end of KS1 and KS2. The proportion of all Alverton pupils achieving greater depth standard has increased to in line with national levels.
Improved attainment in maths for all Alverton pupils, with particular focus on our disadvantaged pupils, to at least in line with national by the end of KS1 and KS2.	Data show that attainment in maths for all Alverton pupils is at least in line with national levels by the end of KS1 and KS2. The proportion of all Alverton pupils achieving greater depth standard has increased to in line with national levels.
To achieve and sustain improved attendance for all Alverton pupils, with particular focus on our disadvantaged pupils, to levels at least in line with national.	By 2026 attendance will be at least in line with national percentages with no gap in attendance rates or persistent absence rates between disadvantaged and non-disadvantaged pupils.
To achieve and sustain improved wellbeing for all Alverton pupils, with particular focus on our disadvantaged pupils.	Evidence collected from pupil voice, pupil and parent questionnaires and teacher observations shows that by 2026 all pupils show sustained high levels of positive wellbeing, with no difference between our disadvantaged and non-disadvantaged pupils. By 2026 there are well-established and effective evidence-based interventions and systems in place to effectively identify and support children who are struggling or are in crisis.
To widen the life experiences of all pupils, with particular focus on our disadvantaged pupils, through the provision of enhanced curriculum enrichment opportunities.	Evidence collected from pupil voice, pupil and parent questionnaires and planning shows that by 2026 all Alverton pupils will have access to a planned rich curriculum that has a clear focus on bringing the wider world into school through visits, visitors and digital interactions. Activity attendance records, pupil voice and pupil questionnaires show that all Alverton pupils have equity of access to a broad range of extra-curricular activities that support their interests and introduce them to new experiences, pastimes and skills.

## 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: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Facilitate and fund release time for an experienced ECT Mentor to support and coach ECT teaching in Year 2 through UCL ECF</p> <p>Facilitate and fund teacher release time to access specialist and leadership NPQ qualifications</p> <p>Enhance our existing Maths teaching in line with DfE and EEF guidance through funding teacher release time for training, planning and participation in the NCTEM Maths Mastery initiative</p> <p>Evaluate, purchase and implement a new scheme for teaching reading across KS2 to secure consistent and stronger teaching of reading</p> <p>Evaluate, purchase and implement a new scheme for teaching writing across KS2</p>	<p><a href="#">NIOT mentoring and coaching - Key Takeaways.pdf</a> Rapid Evidence review shows evidence that mentoring can have positive impacts on mentee pupil attainment and literacy. Also, enhanced teacher/student interactions, and an improved classroom environment.</p> <p><a href="#">EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a> Evidence base shows that effective PD is crucial in improving pupil outcomes and that mechanisms build, motivate, develop teaching and embedding are key to this. NPQ qualifications adhere to these principles.</p> <p><a href="#">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</a> The DfE guidance has been developed with NCE for teaching in Mathematics drawing on evidenced based approaches</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a> The EEF guidance is based on best available evidence <a href="#">nctem_primary_teachingformastery_report_july2019.pdf</a> NCTEM Maths hub report shows significant positive impact of strengthened pupil learning in Maths</p> <p><a href="#">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a> Evidence shows master approach has most positive impact in primary schools and in Maths.</p> <p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a> Evidence shows high impact from consistent and explicit teaching over time.</p>	<p>1 Outcomes</p>

<p>to secure consistent and stronger teaching of writing</p> <p>Ensure through monitoring and coaching, fidelity to our DfE validated Systematic Synthetic Phonics programme Little Wandle. Include funding release time for teachers to observe good practice and complete online training modules.</p>	<p><a href="#">EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>Evidence shows consistent teaching of reading and writing across a school will ensure foundations set by phonics teaching are systematically built o.</p> <p><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a> Evidence shows consistent, systematic and explicit teaching of phonics has highest impact.</p> <p><a href="#">The reading framework - GOV.UK (www.gov.uk)</a> Evidence shows that success in reading impact success across the curriculum</p>	
<p>Facilitate and fund teacher release time to participate Senior Mental Health Lead training programme at Leeds Beckett University</p>	<p><a href="#">Senior mental health lead training - GOV.UK (www.gov.uk)</a> Evidence indicates that taking a coordinated approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges that have taken this approach often report improved attendance, attention, behaviour and attainment.</p>	<p>1 Outcomes 2 Attendance 3 Wellbeing</p>

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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional group and 1:1 'catch up' and 'keep up' phonics sessions to be targeted at all children identified in half termly phonics assessments to be achieving below 80%. These are an intrinsic part of our SSP Little Wandle and ensure fidelity to the scheme.</p> <p>Implement and embed use of Little Wandle Fluency programme in Year 2, 3 and 4 to screen and support those children who are not yet reading at 90wpm, including funding additional TA hours to support and time out of class for staff training</p> <p>Participation in the North Yorkshire Reading Project for year 6 pupils, including funding additional TA</p>	<p><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a> Evidence shows consistent, systematic and explicit teaching of phonics has highest impact.</p> <p><a href="#">The reading framework - GOV.UK (www.gov.uk)</a> Evidence shows that success in reading impact success across the curriculum</p> <p>Our phonics data from 22/23 shows the Little Wandle SSP to have had a significant impact on our phonics results (+20.3%). Monitoring shows fidelity to the scheme and consistent delivery from teachers using high quality published resources match to phonic knowledge has resulted in this increase. Continuing this systematic approach for all pupils not reading fluently after the phonics check is expected to have similar impact.</p> <p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a> Evidence shows high impact from consistent and explicit teaching over time.</p>	<p>1 Outcomes</p>

<p>hours to support and time out of class for staff training</p> <p>Participation in the FFT Reading Catch Up programme for year 5 pupils, including funding additional TA hours to support and time out of class for staff training</p> <p>Third Space Learning 1:1 online Maths Tutoring for Year 6 children with borderline age related expectations</p>	<p><a href="#">FFT Tutoring Data Impact Report - FFT</a> Evidence shows impact including accelerated progress, improved reading speed and faster decoding</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> Evidence shows that targeted individual pupil support has high impact on progress and attainment</p> <p><a href="#">TA Guidance Report MakingBestUseOfTeachingAssistants-Printable 2021-11-02-162019_wsqd.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed DfE Attendance Hub evidence-based good practice approaches across school	<p><a href="#">Improving school attendance - Ofsted: schools and further education &amp; skills (FES) (blog.gov.uk)</a> The DfE guidance and Hub project is informed by evidence and collaboration of schools who have shown positive impact on attendance.</p>	2 Attendance 1 Outcomes
Embed the principles of good practice set out in the DfE's Improving School Attendance advice.		
Appoint a Pastoral worker to support developing positive relationships with families and children to improve behaviour and attendance	<p><a href="#">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a> The EEF guidance is based on best available evidence</p>	2 Attendance 3 Wellbeing
Secure an 'Anti-bullying' award for school through the Diana Award scheme and establish child anti-bullying ambassadors and anti-bullying good practice across school	<p><a href="#">Improving school attendance - Ofsted: schools and further education &amp; skills (FES) (blog.gov.uk)</a> The DfE guidance is informed by evidence and collaboration of schools who have shown positive impact on attendance.</p>	3 Wellbeing
Fund additional teaching assistant hours to support children who are struggling with wellbeing or behaviour	<p><a href="#">TA Guidance Report MakingBestUseOfTeachingAssistants-Printable 2021-11-02-162019_wsqd.pdf (d2tic4wvo1iusb.cloudfront.net)</a> The EEF guidance is based on best available evidence</p> <p><a href="#">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a> The EEF guidance is based on best available evidence</p>	1 Outcomes 2 Attendance 3 Wellbeing

Seek out and fund opportunities to raise all pupil's aspirations and life experiences through visits, visitors, funding transport and experiences		4 Life experience
Whole staff training on de-escalation, Preventing and Managing Challenging Behaviour and Trauma Awareness with the aim of improving behaviour across school Fund DHT to refresh 'Train the trainer' de-escalation and physical intervention skills.	<a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a> The EEF guidance is based on best available evidence and suggest that whole school approaches that develop a positive school ethos can support greater engagement in learning	1 Outcomes 2 Attendance 3 Wellbeing
Participation in, and funding for resources for 'Imaginosity' Arts Council Funded project to encourage creativity and resilience	<a href="https://www.educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a> Evidence shows that arts participation can have a positive impact on academic success in other areas of the curriculum	1 Outcomes 2 Attendance 3 Wellbeing 4 Life experiences
Set aside a contingency fund to allow school to respond proactively to emerging needs	Experience shared with other local schools with similar catchments shows the need to be able to have funding to respond promptly to needs that have not yet been identified.	1 Outcomes 2 Attendance 3 Wellbeing

**Total budgeted cost: £118,000**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Attainment

		National	Alverton	National dis	National non-dis	Alverton dis	Alverton non-dis
<b>Y 1 Phonics</b>		79%	84%	67%	82%	100%	69%
<b>End of KS1</b>	<b>R</b>	68%	47%	54%	73%	40%	57%
	<b>W</b>	60%	38%	45%	65%	25%	57%
	<b>M</b>	70%	56%	75%	73%	40%	57%
	<b>RWM</b>	56%	38%	40%	61%	25%	57%
<b>End of KS2</b>	<b>R</b>	73%	64%	78%	78%	67%	60%
	<b>W</b>	71%	61%	58%	77%	56%	67%
	<b>M</b>	73%	64%	59%	79%	67%	60%
	<b>RWM</b>	59%	52%	44%	66%	50%	53%

We are slowly closing the gap between disadvantaged children's attainment and their non-disadvantaged peers, but this is not happening fast enough, particularly at KS1.

#### Attendance

	Alverton	Alverton FSM	Alverton non-FSM
<b>Attendance</b>	91.9%	90.7%	93.2%
<b>Absence</b>	8.1%	9.3%	6.9%
<b>Persistent absence</b>	24.2%	30.8%	19.6%

Whilst absence has improved from 21/22 attendance at Alverton remains below National and local figures and there is still a clear gap between disadvantaged children's attendance that that of their non-disadvantaged peers.

The new Leadership team recognises that the previous PP strategy has another year until it's completion, but have developed a new 3 year strategy that more sharply identifies the post-covid challenges that our school community faces. It will focus on the need for accelerated progress towards improved outcomes for all children, but particularly disadvantaged pupils.

The previous strategy had at its heart funding increased teaching staff to facilitate smaller classes. These smaller class sizes have not had the impact that was intended, in closing the attainment gap, particularly at KS1.

The impact of a full year’s consistent embedding of our SSP Little Wandle Letters and Sounds across reception and year 1 saw a 20% increase in the number of children who achieved the required standard on the Yr1 phonics check. We were delighted to see 100% of our Yr1 disadvantaged pupils achieve the expected standard, thanks to regular assessment that allowed teachers to identify, target and complete timely 1:1 and group interventions. We intend to use this model of consistent teaching with fidelity to an evidence-based scheme, to accelerate reading attainment across all other year groups.

The art-therapy wellbeing sessions that were funded through the PP grant has some very positive impact on many of the disadvantaged pupils that participated in the scheme. Their confidence and enjoyment of school increased and there was observational evidence that they were more open and willing to talk about their wellbeing. We look to expand this provision with the ‘Imaginosity’ project which will be accessed by all pupils.

## Externally provided programmes

Programme	Provider
Little Wandle Letters and Sounds SSP	Wandle Learning Trust
White Rose Maths	White Rose Education
Pobble	Pobble Education Ltd
Mathletics	3P Learning
Times Tables Rockstars	Maths Circle Ltd
JigSaw PSHE	Jigsaw PSHE Ltd

## 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>
£2,170
<b>The impact of that spending on service pupil premium eligible pupils</b>
Increased TA hours have allowed service pupil premium pupils to have additional support in lessons and pastoral support, as needed.

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*