



# Alford Primary School Pupil premium strategy statement - 2021-22

## School overview

Metric	Data
School name	Alford Primary School
Pupils in school	344 (at previous census)
Proportion of disadvantaged pupils	133 pupils 38.66%
Pupil premium allocation this academic year	£178,885 PP Funding
Academic year or years covered by statement	1 Year
Publish date	September 2021
Review date	September 2022
Statement authorised by	Vicky Ross
Pupil premium lead	Vicky Ross
Governor lead	Rebecca Agate

## Disadvantaged pupil progress scores for last academic year – 2018/19 (no data available for 2019/20 or 20/21 due to Covid-19)

Measure	Score
Reading	-4.5.
Writing	-1
Maths	-4.2

## Disadvantaged pupil performance overview for last academic year (2020/21)

Measure	Score
Meeting expected standard at KS2 Reading, Writing and Maths combined	40%
Meeting higher standard at KS2 Reading, Writing and Maths combined	4%
Meeting expected standard at KS2 Reading	52%
Meeting expected standard at KS2 Writing	40%

Meeting expected standard at KS2 Maths	42%
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### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Raise standards of attainment for disadvantage pupils. Focus on reading, and writing, phonics and spelling ensuring all staff have received training and are implementing new programmes effectively (Spelling and Syllables)
Priority 2	Ensure disadvantaged pupils are motivated to learn by providing an emotional, wellbeing and extra-curricular package to build aspiration and resilience. Developing ELSA, emotional scaling pathways and mindfulness strategies.
Priority 3	To improve whole school attendance ensuring children with persistent absence attend school more frequently.
Barriers to learning these priorities address	<p>Very low attainment on entry, including specific gaps in speech, language and communication, literacy and basic numeracy</p> <p>Lower levels of attendance, punctuality and participation – below national averages.</p> <p>Poor engagement and lower aspiration due to family social, emotional and mental health or other factors</p> <p>High levels of poverty within the catchment area</p> <p>Rural location limits opportunities for enriching life experiences</p>
Projected spending	<p>DHT support, SENCO support and additional Teaching - £58,868</p> <p>Powermaths, Phonics tracker - £5,150</p> <p>IT/Admin - £1,038</p> <p>STAPPS – £1,000</p> <p>Curriculum support - £2,600</p>

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Disadvantaged pupils achieve progress in line with other pupils at Alford Primary School	Summer 2022.
Progress in Writing	Disadvantaged pupils achieve progress in line with other pupils at Alford Primary School	Summer 2022.
Progress in Mathematics	Disadvantaged pupils achieve progress in line with other pupils at Alford Primary School	Summer 2022.
Phonics	Disadvantaged pupils achieve a phonics result in line with EYFS baseline, EYFS outcomes or better.	Summer 2022.
Other	Emotional scaling progress is in line with other pupils at Alford Primary School Improved attendance of disadvantaged pupils to 94% across the year.	Summer 2022.

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Provide training for teaching assistants in emotional scaling pathway, spelling – ‘Sounds and Syllables’, Powermaths refresher, Provide timetabled interventions of small group tutoring to enable catch up and other gap-closing approaches
Priority 2	Provide ELSA/PAWS b Training to widen the emotional support provision
Priority 3	Training for all office staff on attendance procedures
Barriers to learning these priorities address	Ensuring part-time staff access the training – funding attendance Ensuring staff are using the evidence- based teaching approaches

	Ensuring monitoring of attendance is a 'team approach'.
Projected spending	TA intervention– £81,222 ELSA - £2,781 Parent Liaison/Safeguarding software - £4,927

### Wider strategies for current academic year

Measure	Activity
Priority 1	Raise status of reading and writing for all pupils, with focus on stamina, and enjoyment. – RED TED, Battle of the readers etc. is reintroduced and embedded.
Priority 2	Provide family support and learning for families struggling to attend
Priority 3	Support families to participate in breakfast clubs, visits and extra-curricular activities
Barriers to learning these priorities address	Low levels of attendance and participations Lower levels of engagement with education
Projected spending	Parent Liaison/Safeguarding software – (£4,927 see above) Wrap –around care - £18,996 Curriculum enhancement – trips - £1,083 Walking Bus £2,120

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development Low levels of current Year 1 and current Year 3 cohort	Senior leader focus Use of INSET days and additional cover being provided by senior leaders Transition timetable to allow for Year 1 groupings Catch-up premium/ PPG funding targeted at Year 3 to ensure low adult:child ratio
Targeted support	Time for TA CPD Time for small group intervention	Training timetable to lower impact on pupils Finding for high needs continued to support small group interventions

Wider strategies	Engagement with families	Close liaison with SENDCO and Parent Liaison Officer.
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## Review: last year's aims and outcomes

Aim	Outcome
<p>Improve behaviour, social and emotional wellbeing if affected by prolonged school closures so children are ready to learn.</p>	<p>All teaching reflects the circular curriculum and school values to improve resilience in children.</p> <p><a href="#">This was maintained during lock down. Book looks.TEAMS documents reflect the curriculum documents</a></p> <p>Emotional Scaling and SDQ are completed on children displaying concerns and show positive impact following interventions</p> <p>ELSA training is developed and effective emotional, social and behavioural support in place throughout school. Nurture groups/individual support in place to meet needs. Measured through emotional and behavioural tracking via SDQ CPOMs, pupil voice, observations and engagement.</p> <p>HLTAs are trained and in place to ensure emotional consistency for children</p> <p><a href="#">Of 45 children across the school receiving ELSA, 36 children show improving scores (80%). All year groups showed improved scores through Spring to Summer. 4/6 year groups showed improved scores term on term from Autumn –Summer. Governor monitoring from Summer term reflects positive pupil voice.</a></p> <p>Team Leader role is extended to include monitoring of vulnerable children and contact with their parents.</p> <p><a href="#">Engagement monitoring throughout lockdown and remote learning calls ensured support for all children.</a></p> <p><a href="#">Example – engagement monitoring</a></p>

DPP	EYFS (16)			Year 1 (18)			Year 2 (13)			Year 3 (31)			Year 4 (20)			Year 5 (23)			Year 6 (29)		
Percentages for the week beginning:	11.1.21	18.1.21	25.1.21	11.1.21	18.1.21	25.1.21	11.1.21	18.1.21	25.1.21	11.1.21	18.1.21	25.1.21	11.1.21	18.1.21	25.1.21	11.1.21	18.1.21	25.1.21	11.1.21	18.1.21	25.1.21
1	18.7%	31.3%	37.5%	38.9%	38.9%	55.6%	53.8%	53.8%	61.5%	45.2%	48.4%	48.4%	35%	55%	55%	34.8%	47.8%	47.8%	65.5%	72.4%	82.8%
2	81.3%	87.5%	87.5%	83.3%	94.4%	94.4%	92.3%	92.3%	100%	87.1%	87.1%	85.9%	80%	90%*	80%	82.6%**	87%*	91.3%**	93.1%	93.1%	96.6%
3	18.7%	12.5%	12.5%	16.7%	5.6%	5.6%	7.7%	7.7%	-	12.9%	12.9%	16.1%	20%	10%	20%	17.4%	13%	8.7%	6.9%	6.9%	3.4%

■ = More than 10% gap between DPP and AI

\*2 in meetings only

\*\*1 / \*\*2 in meetings only

	<p>Completed during lockdowns.</p> <p>Pupil Voice reflects that children are happy and willing to learn (Governor visits to follow up from previous monitoring)</p> <p>All safeguarding concerns and families who require support via EH, TAC, CIN, CP, including levels of deprivation are swiftly addressed / implemented</p> <p>Pupils eligible for the pupil premium grant access enrichment opportunities, extra-curricular activities, school trips and residential visits (if COVID-19 restrictions allow this).</p>
<p>Raise attainment / progress of DPP children in reading, writing and maths</p> <p>Add data once analysed</p>	<p>All children to be working within their assessed band or higher by end of the Autumn Term (eg. If 3w+ at Spring 2020 then should be 4w+ by the end of Autumn term)</p> <p>Reading, Writing and Maths attainment for Yr 6 PP cohort to improve on 56% (2018/19 figure for PP attainment at expected).</p> <p>Rates for reading progress for PP pupils to rise to match non PP pupils across the school.</p> <p>Lessons are planned and delivered to ensure a wide range of experiences including promotion of the mastery approach</p> <p>Catch-up funding and pupil premium funding used to target, support and accelerate the progress of targeted children via extra teaching or targeted programmes.</p>
<p>Improve attendance for the PP cohort in line with other children.</p>	<p>DPP Attendance showed improvement throughout the year and a reduction in the incidence of lates. Target was by the end of the year, the attendance is 95%-96% for the Summer term. (94%-95% for DPP)</p> <p>Attendance showed a 2% increase for DPP from Spring to Summer from 90.2% to 92.35%</p> <p>Summer term attendance DPP – 94.9%. Total for year DPP 92.35%</p> <p>L code - Lates reduced by 10% - U code – increases by 33 incidences.</p>
<p>Improve English, communication and language skills in KS1 and PSED skills in EYFS.</p> <p>Add data once analysed</p>	<p>Rates for reading progress for PP pupils to rise to match non PP pupils across the school.</p> <p>76% of Year 2 cohort achieved a pass in phonics (taken late in Autumn 2020 rather than Summer 2020 due to COVID)</p>

	<p>Improved communication and language outcomes in EYFS. 69% of DPP pupils reached expected level in EYFS Communication and language goals</p>
<p>Individual needs of pupils eligible for the pupil premium grant are clearly identified and planned for in lessons. Targeted interventions address the specific needs of pupil premium pupils, having a positive impact on individual progress.</p>	<p>Planning and teaching addresses the needs of all pupils, setting high expectations and clear next steps.</p> <p>Individual targets for pupils eligible for pupil premium funding are met and impact on progress.</p> <p>Measured through data tracking.</p> <p>All PP children, including those who are also on the SEND register, achieve at least in line with national data.</p> <p>Add data once analysed</p>
<p>Improve home-school partnership through the use of technology</p>	<p>TEAMs classrooms, remote learning are in place and used to enable home learning.</p> <p>Remote learning plan is ready to support parents with organising remote learning</p> <p>Local authority praise for remote learning model received.</p>