

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Alford Primary School
Number of pupils in school	325 (at previous census)
Proportion (%) of pupil premium eligible pupils	150 pupils 46%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Laura Mackenzie-Snow Headteacher
Pupil premium lead	Laura Mackenzie-Snow Headteacher
Governor / Trustee lead	Paul Lock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£199450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£199450

Part A: Pupil premium strategy plan

Statement of intent

At Alford Primary school we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Our context:

- Very low attainment on entry, including specific gaps in speech, language and communication, literacy and basic numeracy
- Lower levels of attendance, punctuality and participation – below national averages.
- Poor engagement and lower aspiration due to family social, emotional and mental health or other factors
- High levels of poverty within the catchment area Rural location limits opportunities for enriching life experiences
- IDACI Decile In 2019 this LSOA is ranked 5,311 out of 32,844 LSOA in England. Alford is amongst the 20% most deprived neighbourhoods in the country. Deprivation has increased since 2015.
- 39.5% of pupils are eligible for Pupil Premium Funding in comparison to 23% national.

Achieving our objectives:

- In order to achieve our objectives and overcome identified barriers to learning we will:
- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first

hand learning experiences

- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults

Challenges

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

Challenge number	Detail of challenge
1	<u>Social and emotional and mental health</u> 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.
2	<u>Gaps in reading, writing, maths and phonics</u> Raise standards of attainment for disadvantage pupils. Focus on reading, and writing, phonics and maths ensuring all staff have received training and are implementing new programmes effectively
3	<u>Speech, language and communication</u> Focus on early language acquisition to ensure low entry attainment does not negatively impact progress. Raise the confidence in communicating effectively, articulating learning and understanding to ensure pupils are prepared for their next stage and phase of education.
4	<u>Attendance and punctuality</u> To improve whole school attendance ensuring children with persistent absence attend school more frequently.
5	<u>Access to wider opportunities</u> Broaden experiences and aspirations by experiencing life outside of Alford and the immediate catchment area through trips, visits and residential stays.

6	<p><u>Parental engagement</u></p> <p>Increased parental engagement through regular curriculum open sessions, assemblies and community involvement.</p>
7	<p><u>Pupils arrive at school unprepared for learning</u></p> <p>Increase access by targeting provision of breakfast club. Ensure all pupils who start at Alford Primary school in reception have the resources provided in order for them to be successful.</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
Reading, Writing and Maths	Achieve outcomes in-line with, or above, national average by the end of KS2.
Phonics	Achieve at least 90% of pupils in Y1
Attendance	Ensure attendance of disadvantaged pupils is at least 96%

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: £46297.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle CPD	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Teachers are experts in teaching early reading	2,3 & 5
Little Wandle implementation	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally	2,3,5 & 6
Reading Pathway	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Increased reading at home	2,3,5 & 6
Love of Reading initiative	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Increased reading at home	2,3,5 & 6
Writing Pathway	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Increased reading at home	2,3,5 & 6

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

Budgeted cost: £83810.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Times Tables sessions	Numicon 1:1 and small group interventions Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Gaps are filled.	1, 2, 3 & 5

Little Wandle Keep up intervention	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Gaps are filled	1, 2, 3 & 5
Before and after booster groups	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Gaps are filled	1, 2, 3 & 5
1:1 teacher led tutoring	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Gaps are filled	1, 2, 3 & 5

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

Budgeted cost: £69342.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Reward/Good to be Green/Merits	Behaviour, including learning behaviour, is good. Pupils make good progress in learning.	1, 4, 5, & 7
Elsa	Improved SEMH of all pupils. Instances of poor behaviour reduced. Exclusions decrease.	All areas of challenge
Dedicated Pastoral/Attendance Lead and Fortis Therapy provision	Rewards for good attendance and punctuality Pupils are safe and are confident in themselves and can manage their emotions effectively. Strengthened partnership with parents/carers. Parents/Carers regularly support pupils with home	All areas of challenge
Wider curriculum opportunities	Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	1, 4, 5, & 7
Parent workshops, stay and play, etc	Strengthened partnership with parents/carers. Parents/Carers regularly support pupils with home	All areas of challenge

Total budgeted cost: £ 199450

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Key areas of impact::

EYFS

Literacy ELGs (ELGs 8-10)

(ELG08 – Comprehension, ELG 09 Word Reading, ELG10 Writing)

62% Pupil Premium / 79% non Pupil Premium achieving expected level of development.

1st full cycle of Little Wandle SSP Programme

Little Wandle Reading Practice sessions x4 per week

Introduction of Little Owls (Foundation for Phonics games)

Introduction of Launchpad to Literacy – focus on visual discrimination and auditory discrimination skills.

Daily keep up sessions

Increased 1:1 reading for all PP children

EYFS Teacher attended handwriting course.

Literacy Support Advisor from English Hub

Mathematics ELGS (ELGs 11-12)

(ELG 11 – Numbers, ELG 12 – Numerical Patterns)

62% Pupil Premium / 79% non-Pupil Premium achieving expected level of development.

Introduction of PowerMaths in EYFS

Mastery in Numbers Programme

Following interventions

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. HLTAs are trained and in place to ensure emotional consistency for children

2023 KS2 SATS Data for PP pupils:

- Reading EX 55% 5% GD
- Writing EX 59% 0% GD
- Maths EX 45% 14% GD

- Combined EX 36% 0% GD

Attendance

DPP pupils – 92.09% (all pupils 93%) broadly inline

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Elsa Programme	ELSA (Emotional Literacy Support Assistant) www.elsa-support.co.uk
TT Rockstars	play.ttrockstars.com
Little Wandle Online Portal	Little Wandle revised Letters and Sounds
Power Maths	www.pearson.com

Service pupil premium funding

Measure	Details
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<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>Extra-Curricular activities Additional Adult support for small group interventions ELSA</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>SPP pupils achieved better than expected progress and /or achieved greater depth in Reading writing and maths.</p>