

Pupil premium strategy statement: Alveley Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Alveley Primary School
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan cover	2023 - 24
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	TrustEd Schools
Pupil premium lead	Chris Marsh
Governor / Trustee lead	Geoff Baker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,234
Recovery premium funding allocation this academic year	£2755
School-Led Tutoring	£1080
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	£31069

Part A: Pupil premium strategy plan

Statement of intent

All members of the Alveley staff and the governing body accept responsibility for 'disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities which will enable them to fulfil their potential and as an adult finding employment.

We aim to improve outcomes for these pupils by:

- Providing high quality first teaching for all pupils.
- To focus on improving progress and attainment of disadvantaged pupils.
- To raise self-confidence and self-esteem of disadvantaged pupils.
- To develop the cultural capital of disadvantaged pupils in order to raise aspirations for the future.
- To work with families to improve parental engagement for disadvantaged pupils.
- To improve the attendance of disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Register data suggests PPG pupils attendance is lower than other groups across school, reducing the learning opportunities and potentially widening the attainment gap.
2	Internal assessment data suggests that the 'lowest 20%' of readers in each class are disproportionately drawn from PPG pupils.
3	Internal assessment data suggests that PPG attainment in many of the core mathematical skills, such as times tables and number bonds, is below that of the class average.
4	Disadvantaged pupils often have a lack of wider opportunities, experiences and resources to access.
5	Disadvantaged pupils often have a lack of access to resources, meaning they are less prepared for school (e.g. uniform, reading books at home, PE kit, drink bottles, resources, Forest School equipment).
6	There is a lack of parent/carer confidence and limited parental knowledge of how to support their children in ways which complement the school's approach.
7	Disadvantaged pupils more likely to have lower phonics scores/ not pass their phonics screening test.

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
PPG pupil attendance to increase.	<ul style="list-style-type: none"> A majority of PPG pupils will have attendance higher than the national average and closer to the school average. Of those whose attendance is below, there is a clear paper trail indicating actions taken by school. Additional support (such as free breakfast club) has been offered to those whose attendance drops below.
Reading attainment among PPG pupils to increase, with fewer being in the 'bottom 20%'.	<ul style="list-style-type: none"> NTS scores to continue to show good progress. Additionally, more PPG pupils moving towards age-expected scores in NTS tests (attainment). Reading records show pupils being heard read 3-5 times per week. Rapid identification of potential reading issues, such as dyslexia, using specialist software.
Increased pupil attainment in maths, specifically in the Y4 times table check and fluency assessments through school.	<ul style="list-style-type: none"> Increase in average PPG pupil scores for the MTC check in June. Internal data shows PPG pupils increased attainment in fluency/ arithmetic summative assessments. PPG pupils make good progress towards completing weekly 'maths challenges'.
Pupils have been exposed to a broader range of cultural experiences, improving their cultural capital.	<ul style="list-style-type: none"> PPG pupils have attended a range of 'out of school' experiences through the year, including trips, the church, SVCP, allotments. Y5/6 PPG pupils have been on an overnight residential visit.
PPG pupils fully equipped for both the curriculum and wider opportunities.	<ul style="list-style-type: none"> All PPG pupils to have correct uniform, indoor and outdoor sports kit and forest school kit. All PPG pupils to have a book for pleasure that is changed when needed. PPG pupils to have computing access when necessary.
Parents/ carers show a good, consistent level support and engagement in schoolwork, home learning and attendance.	<ul style="list-style-type: none"> Internal data shows good spellings/ maths home learning engagement. Reading records show frequent reading at home for a majority of PPG pupils.

	<ul style="list-style-type: none"> • Home learning challenge scores to increase. • Strong parent presence at school workshops or parent meetings (such as the SATS talk).
<p>A higher proportion of PPG pupils to gain 'good level of development' in the 'Literacy' ELG, at the end of Reception and a higher proportion to pass the phonics screening in Year 1 (and Year 2s who did not pass in Year 1).</p>	<ul style="list-style-type: none"> • A higher proportion of PPG pupils to make 'expected' in Literacy at the end of the reception (showing good level of development), more closely aligned to national average. • Reception pupils to make good progress through year, with those who are not, quickly identified. • A higher proportion of PPG pupils to pass the phonics screening at the end of Year 1. • All Year 2 pupils who didn't pass phonics screening in Year 1 to pass in Year 2.

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.

Much of the evidence that supports the following approaches is based on the Education Endowment Foundation (EEF). The EEF are a charitable organisation, part funded by the Government, who have produced a toolkit for schools. This toolkit collates the evidence for effective use of PPG money in improving pupil outcomes. The toolkit can be found here:

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics teaching support through focused small group TA sessions (1:4 maximum) £8000	EEF show the high quality phonics teaching has a +5 month impact on pupil outcomes. EEF show that teaching assistant interventions have a +4 month impact on pupil outcomes. The EEF Toolkit shows an impact of +4 months for small group tuition. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFERR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf	2, 7
1:1 reading with a TA at least 3x weekly, (5x weekly as the aspiration) for 'bottom 20%' readers. £7000	The EEF Toolkit shows an impact of +5 months for specific 1:1 tuition.	2, 7
Teacher and TA CPD focusing on the teaching of comprehension reading skills £1000	The EEF Toolkit shows an impact of +6 months when teaching reading comprehension well.	2

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

Budgeted cost: £6900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in updating Oxford Reading Tree book bands, focusing on the bands that most PPG pupils are working within. £800	EEF show the high quality phonics teaching has a +5 month impact on pupil outcomes. The Sutton Trust Oxford School Improvement -The pupil Premium Closing the Gap: how system leaders and school can work together. OFSTED	2, 5
Investment in 'Dyslexia Gold' software to rapidly identify weaknesses in pupil reading ability, such as phonological awareness, eye control and auditory discrimination. £550	Small-group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1699786010	2, 7
Investment in maths scheme – based on the Mastery Approach, that includes progressive fluency building and catch up- which can be used both at school and as home learning. £500	EEF Toolkit shows an impact of +5 months when adopting a mastery approach to mathematics. EEF Toolkit shows an impact of +5 months when adopting meaningful homework.	3
Additional staff and SLT time to organise and run parent workshops, home learning and assessment meetings, weekly	EEF Toolkit shows an impact of +5 months when adopting meaningful homework. Evidence from EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	2, 6

video updates and online portal maintenance. £3000		
Staff training for specific 1:1 intervention strategies, including Talk Boost and Accelerated Reading £2050	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. (Education Endowment Foundation, 2021)	2, 3, 7

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

Budgeted cost: £8150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Playground games and targeted social and emotional support during break/lunchtimes £1950	Boost your brain, while having a break! The effects of long-term cognitively engaging physical activity breaks on children's executive functions and academic achievement https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6402646/ The significance of school breaktimes: https://www.nuffieldfoundation.org/project/the-significance-of-school-breaktimes	1, 4, 5
Cool kids programme £500	The Cool Kids program is a research informed CBT program that teaches children cognitive behavioural skills that are designed to combat anxiety. The program helps children to recognise emotions such as fear, stress and anxiety, helps them to challenge beliefs associated with feeling nervous, and encourages them to gradually engage with fearful activities in more positive ways. To teach resilience and determination alongside maths and English.	4
Provide resources for pupils, such as PE kits, school uniforms and forest school equipment. £1500	"Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms" EEF, Closing the Disadvantage Gap, July 2021	5
Purchase phonics resources in order support the catch up for PPG pupils across all classes in school. £500	Synthetic phonics will drive up basic literacy standards: https://www.gov.uk/government/news/reading-at-an-early-age-the-key-to-success	2, 7

<p>Free access to daily breakfast club £400</p>	<p>Department for Education- Evaluation of Breakfast Clubs: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603947/Evaluation_of_Breakfast_Clubs-School_briefing.pdf EEF research (breakfast clubs): https://educationendowmentfoundation.org.uk/news/eefstatement-republication-of-the-evaluation-of-school-breakfastclubs Children who eat breakfast before school are twice as likely to score highly in tests and assessments at 11 than those who start learning on an empty stomach. -A study of 5,000 nine to 11-years-olds carried out by Cardiff University reveals the link between eating breakfast and academic performance. (Nov15)</p>	<p>1, 4</p>
<p>Funding for educational visits (and Y5/6 residential) and in-school educational workshops £2500</p>	<p>Vulnerable pupils benefit from an experience focused on developing confidence, self- esteem and learning a new skills. They are exposed to and supported to developing a new skill.</p>	<p>1, 2, 4</p>
<p>Free access to after school clubs £800</p>	<p>The Education Endowment Foundation - Provision of a range of initiatives to extend children’s experiences - Arts participation (+3) and Physical activity (+1) Department for Education: https://www.gov.uk/government/publications/the-pupilpremium-how-schools-are-spending-the-fundingsuccessfully</p>	<p>1, 4, 5</p>

Total budgeted cost: £31,050

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 2022 to 2023 academic year.

Internal data indicates all PPG pupils making progress through school. In the KS2 SATS, 66% of pupils achieved combined expected standard across reading, writing and maths. In maths, pupils made +4.0 points progress between KS1 and KS2, and in reading, achieved a +8.7 point increase in progress between Key Stages. The pupil who did not achieve expected across the 3 combined subjects achieved an increase of +12 points between KS1 and KS2, a statistically significant increase. This suggests a very strong positive outcome for Y6 pupils at their end of Key Stage assessments. This strong positive progress is reflected across other year groups.

A positive impact on attendance has been noted with good attendance at breakfast club. PPG pupil attendance is now closely aligned to national average, but still lacks behind the school average. However, each pupil has their own profile for patterns of absence, with actions taken clearly identified.

Pupils have accessed a range of wider experiences through good engagement with After School Club. These have included art, sport, cookery, and gardening. The offer of after school club has further supported attendance by allowing parents to collect later.

Sports coaching provided internally - children enjoyed participating in interhouse competitions. 2/3 of Y6 PPG pupils were chosen to be sports leaders this year. This offered the opportunity to organise competitions and learn the skills required to be a leader. 100% of PPG pupils attended at least one competition outside of school.

All pupils benefitted from funded schools trips linked to termly topics and some have visited the Country Park. School trips helped pupils to broaden their experiences and provided relevant context for pupils to apply to their classroom learning. These trips were across a range of curriculum areas, including science, history and geography.

New uniforms and PE kits were offered to families ready for the new academic year, of which there was a strong uptake from parents. School have also provided or offered to provide forest school equipment, including wellies and waterproofs.

Externally provided programmes

Programme	Provider
-	-
-	-

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service pupil premium was primarily spent on ensuring pupils could access a wider range of out of school experiences and trips.
What was the impact of that spending on service pupil premium eligible pupils?	Alongside maintaining strong academic performance within school, our Forces pupils were able to access a wider range of extra-curricular and out of school learning experiences, broadening their understanding and providing context.