



Pupil premium strategy statement

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	Alder Grove CofE Primary School
Number of pupils in school	134
Proportion (%) of pupil premium eligible pupils	2.2% in receipt of PP Grant
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mr Philip Theobald
Pupil premium lead	Mr Philip Theobald
Governor / Trustee lead	Mr Tom Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 1,905
Recovery premium funding allocation this academic year	£ 2,000
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	£ 3,905

Part A: Pupil premium strategy plan

Statement of intent

In our school, our Christian vision shapes all we do. All members of the school community are committed to upholding the Alder Grove CofE Primary School values:

- Kindness
- Service
- Truthfulness
- Forgiveness
- Courage
- Perseverance

At Alder Grove CofE Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional and bespoke support; therefore, we will use all the resources available to provide equity of opportunity and to provide the right conditions to enable the children to grow and flourish.

Our school intends to implement quality first teaching, with a focus on inclusive practices to reduce any attainment gap for our disadvantaged pupils. This is proven to be a highly effective strategy for not only supporting disadvantaged pupils but also benefitting the wider class.

When considering the use of Pupil Premium funding, other vulnerable groups such as children with social workers or looked after children are also considered. We intend to support these groups with the outlined strategies to promote their academic success and emotional wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	To increase opportunities to develop Cultural Capital
2	To ensure ongoing progress so attainment is above Age-related expectations (ARE)
3	To overcome disruptions to learning caused by broken weeks of attendance and lockdown
4	To ensure access to enrichment and extracurricular activities

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
Improve attendance levels of Pupil Premium pupils	<ul style="list-style-type: none"> • Persistent absences to be reduced for Pupil Premium pupils to be in line with school averages • Pupil Premium pupils will meet or exceed attendance percentages in line with school and national averages
Maintain reading, writing and maths levels	<ul style="list-style-type: none"> • Pupil Premium pupils to make at least good progress in reading, writing and maths • 75% of Pupil Premium pupils working at or above ARE for reading, writing and maths
Pupil Premium pupils have access to extra-curricular activities	<ul style="list-style-type: none"> • Ensure the extra-curricular offer aligns with pupils' interests • Attendance of all Pupil Premium pupils at an extra-curricular activity for at least one term
Design opportunities for building Cultural Capital through the curriculum and wider school offer	<ul style="list-style-type: none"> • Through discussion identify areas that require further enrichment • Provide a range of meaningful experience to enrich their understanding of knowledge taught • Access to school library and core books established to support the development of substantive knowledge across the wider curriculum • Prioritising access to trips and workshops

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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc. Phonics Training	ruth_miskin_literacy_inc - read write inc research and evidence xbviibh.pdf (ruthmiskin.com)	2 3
NELI Speech and Language Training	Nuffield Early Language Intervention.pdf (educationendowmentfoundation.org.uk)	2 3
Therapeutic Thinking (Senior Leadership Team training)	The Therapeutic Thinking approach reports that schools who trained their SLT as tutors had a higher success rate at implementing the approach e.g. 60% reduction in fixed term exclusions, comparatively to 16% reduction in schools who did not have SLT tutors.	2 3
Therapeutic Thinking (Whole school INSETS)	The Therapeutic Thinking approach reports evidence of a reduction in exclusions and RPIs as well as increased staff confidence and pupil wellbeing in schools that have adopted the approach	2 3

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number (s) addressed
NELI Speech and League Interventions	Nuffield Early Language Intervention.pdf (educationendowmentfoundation.org.uk)	2 3
Read Write Inc. Phonics	Education Endowment Fund Teaching & Learning Toolkit + 5 months. (evidence strength = very high)	2 3

interventions x5 a week	Phonics EEF (educationendowmentfoundation.org.uk) Evidence shows that explicit and systematic phonics teaching such as RWI interventions strongly supports progressing for early readers.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Admin and payments related to peripatetic music, sport and other extra- curricular opportunities.	Education Endowment Fund Teaching & Learning Toolkit + 1 month (evidence strength = moderate) Physical activity EEF (educationendowmentfoundation.org.uk) Participation with sports and other extra-curriculum activities has links with improved mental health and therefore greater access with the curriculum.	1 4
Admin and payments related to trips	We are mindful of wider pressures on some families and that enrichment opportunities which provide children with cultural capital are not affordable for all. As a school, we are fully committed to supporting our families and to reducing the impact of financial limitations.	1 4

Total budgeted cost: £ 4200

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 2020 to 2021 academic year.

The impact of the previous pupil premium strategy, which ended in July 2021, was extremely effective in supporting our most disadvantaged pupils. Internal monitoring and evaluations indicate that the children made good progress within the year and all?? are achieving at least age-related expectations and have had equality of access to support throughout the COVID-19 pandemic.

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
Read Write Inc. Phonics	Ruth Miskin Training