



Pupil premium strategy statement

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 | 150 |
| Proportion (%) of pupil premium eligible pupils | 5.33% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2020-2023 |
| Date this statement was published | Autumn Term 2022 |
| Date on which it will be reviewed | Autumn Term 2023 |
| Statement authorised by | Mr Philip Theobald |
| Pupil premium lead | Miss Anna Cresswell |
| Governor / Trustee lead | Mr Tom Smith |

Funding overview

| Detail | Amount |
|---|--------|
| Pupil premium funding allocation this academic year | £4155 |
| Recovery premium funding allocation this academic year | £2000 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £0 |
| Total budget for this academic year <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> | £6155 |

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 may 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 | <p>To ensure targeted high-quality provision so that all pupils meet their end of year progress and attainment targets.</p> <p>Currently, our assessments in Key Stage One show that 40% of PP children are working below ARE in Writing, 40% are at risk of not meeting ARE for Reading and 20% are at risk of not meeting ARE for Maths.</p> |

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| 2 | To overcome disruptions to learning caused by broken weeks of attendance. Currently our PP cohort have a combined attendance of 92.66% this is below the whole school average attendance of 94.56% |
| 3 | To ensure access to enrichment and extracurricular activities. 60% of PPG pupils attended extracurricular activities in the 2021/2022 academic year. |
| 4 | To support the increase of social and emotional needs since the pandemic. Since the pandemic and from observations and discussions with pupils and families, the school has identified social and emotional issues for many pupils. This includes 88% of our PP pupils. |

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 |
| Pupils eligible for PP gain a wider, more expansive vocabulary to more precisely express themselves verbally and in writing. | <ul style="list-style-type: none"> Improvement in use of tier 2 and tier 3 vocabulary Writing shows improvement in use of, and understanding of, wider vocabulary Precise vocabulary used in verbal contributions Good levels of progress made across half termly Read Write Inc Phonics assessments |
| Pre-learning is effective in giving the PP children a 'head-start' in learning, particularly in the teaching of key tier 2 and 3 subject specific vocabulary and exposure to methods and concepts in maths. | <ul style="list-style-type: none"> PP children are able to access learning more quickly, allowing them to make rapid progress in lessons. The pupils will feel more confident to contribute to extension activities. |

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| | <ul style="list-style-type: none"> Teachers will be able to more quickly identify gaps in knowledge. |
| 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 |
| To achieve and sustain improved social and emotional needs for all pupils in our school, particularly our disadvantaged pupils. | <p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> Qualitative data from student voice, student and parent surveys and teacher observations Continued and consistent implementation of Therapeutic Thinking by staff |

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 |
| Staff CPD and development of whole school approach using Rosenshine's Principles with a specific focus on retrieval practice and feedback strategies | <p>Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT (teachertoolkit.co.uk)</p> <p>https://my.chartered.college/early-career-hub/applying-rosenshine-to-primary-practice/</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p> | 1 |
| 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 | 2 3 |

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| | approach e.g. 60% reduction in fixed term exclusions, comparatively to 16% reduction in schools who did not have SLT tutors. | |
| Therapeutic Thinking (Whole school INSET) | 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: £3000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Investment in whole school intervention packages. | Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) | 1 4 |
| Read Write Inc. Phonics interventions x5 a week. | Education Endowment Fund Teaching & Learning Toolkit + 5 months. (evidence strength = very high) Phonics EEF (educationendowmentfoundation.org.uk) Evidence shows that explicit and systematic phonics teaching such as RWI interventions strongly supports progressing for early readers. | 2 3 |
| Pre-learning sessions to clarify Tier 2 and 3 subject specific vocabulary and maths to support progress and attainment of targeted children. | Oral language interventions EEF (educationendowmentfoundation.org.uk) The EEF Teaching and Learning toolkit suggests that teaching assistant interventions can provide up to +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions The EEF Teaching and Learning Toolkit suggests that the average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 1 |

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| | Removing potential barriers to participation increases attendance – Barriers to Learning for Disadvantaged Groups, Jodie Pennacchia. | |
| Development of PP Nurture Group – fortnightly session with Pastoral Lead to share and celebrate successes | Removing potential barriers to participation increases attendance – Barriers to Learning for Disadvantaged Groups, Jodie Pennacchia. | 4 |
| Develop 1:1 or 1:2 tutoring programs to support the progress and attainment of targeted PP pupils | <p>The EEF Teaching and Learning toolkit suggests that 1:1 tuition can provide up to +5 months progress.</p> <p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal.</p> <p>The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> | 1 |

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

Budgeted cost: £ 1000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Admin and payments related to peripatetic music, sport and other extra- curricular opportunities.</p> <p>PP children given priority access to book onto clubs.</p> <p>Access to weekly drama intervention to support emotional wellbeing and self-esteem.</p> | <p>Education Endowment Fund Teaching & Learning Toolkit + 1 month (evidence strength = moderate)</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>Participation with sports and other extra-curriculum activities has links with improved mental health and therefore greater access with the curriculum.</p> | <p>1</p> <p>4</p> |

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| 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 |
| Support parents whose children have been identified as having low attendance through the use of the Pastoral and Attendance Lead within school. | EEF Evidence on Attendance Interventions for School – Aged Pupils (November 2021) Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). | 1 2 |
| Develop Parenting Workshops to support PP families where appropriate. | EEF Evidence on Parental Engagement (July 2021) Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. | 2 4 |

Total budgeted cost: £ 7000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

PP funding received by the school was been spent in a highly targeted way in order to ensure our most disadvantaged pupils flourish. Evaluation of academic outcomes and access to learning experiences have identified the below strengths:

- Pupils have had equality of access to extra-curriculum provision
- Most PP children either met ARE or above in the 2021-22 academic year
- Pupils with limited progress and/or working below their age expected attainment level have been identified through teacher assessments and had interventions identified for them. The school's SIP focused on the development of high-quality teaching.

Our assessments and observations indicated that pupil wellbeing and mental health continues to be a focus for PP children and families. At the end of the year a Pastoral Lead was appointed to support the ongoing nurture needs and develop further family support.

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 |
| Speech Link | Speech Link Multi Media Ltd |
| Drama Club | TheatriKids |