

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	108
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Trust
Pupil premium lead	Paul O'Malley
Governor / Trustee lead	Stephen Wiggan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18830
Recovery premium funding allocation this academic year	£2030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School Led Tutoring	£1417.50
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	£22,277.50

Part A: Pupil premium strategy plan

Statement of intent

At Alveley Primary School it is our aim to ensure that we give our children the opportunity to develop and grow and become successful citizens of the 21st Century with a rich source of cultural capital. Our school ethos, values and intent are focussed on enabling all pupils to thrive and flourish at Alveley School, through engaging with and connecting with an ambitious curriculum and exceptional experiences. We continuously strive to improve teaching and learning experiences for all, to ensure they are of the highest quality.

Personalised, tailored support is provided to our disadvantaged pupils to enable them to engage effectively with the curriculum and beyond; to target disadvantage and facilitate access to opportunity, resulting in achievement and success for individuals.

High levels of involvement in all aspects of school life are nurtured, attendance remains high and ambition and motivation to fully participate and succeed are fostered.

Disadvantaged pupils are effectively supported to make progress in core subjects, developing and consolidating foundation skills in English and Maths to enable them to apply these in their learning and ensure they have a secure base of knowledge and understanding. Pupils are able to deepen their learning, sustaining engagement and making connections, allowing them to build stamina.

Pupils receive enhanced support to access the curriculum and enrich the curriculum, providing real life experiences, context for their learning and enabling them to make connections. These broad experiences widen pupil's perspectives and fundamentally allow pupils to develop rich cultural capital to succeed in life.

Pastoral support focussed on wellbeing, social, emotional and mental health is valued and prioritised to nurture our most vulnerable children and families. Pupils feel valued as individuals and develop a strong sense of belonging within the school environment; this underpins their personal and character development and has a positive impact upon their resilience.

Disadvantaged pupils are well equipped to access school; they have the resources they need to facilitate maximum engagement, attendance, and participation.

Pupils are encouraged and supported to develop interests as part of a school community which provides opportunities beyond curriculum; over time contributing to pupils developing and fortifying a positive sense of self.

Alveley Primary School further sustains strong family relationships, increasing levels of engagement between family and school and empowering Parent and Carer involvement with learning and development at home.

Challenges

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

Challenge number	Detail of challenge
1	Following periods of distance learning it is evident from assessment that engagement in home learning by disadvantaged pupil was generally limited to completing 'basics', but illustrates a lack of wider and deeper engagement in the curriculum and a negative impact on ability to sustain stamina and resilience.
2	Disadvantaged pupils often have a lack of wider opportunities, experiences and resources to access, resulting in less real life experiences to build perspective and context and therefore creating difficulty in making connections within learning.
3	Disadvantaged pupils often have a lack of access to resources, meaning they are less prepared for school (e.g. uniform, PE kit, drink bottles, resources, IT equipment).
4	Low self-esteem and confidence impacts disadvantaged pupil self-belief, resilience and level of involvement in various aspects of school life – academically and wider.
5	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.
6	Disadvantaged pupils have previous gaps in early childhood experiences which result in poor language, communication and social skills on entry to school.

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
Pupils receive tailored holistic pastoral support, this has a positive impact on pupil wellbeing. Pupils prepared to access school, maximising potential opportunities.	Pupils have the resources they require and engagement is high across all aspects of school life (pupils are prepared e.g. reading book, planner, PE kit, drink). Interruptions/barriers to accessing school due to lack of resources are minimised and this is evident in learning walks. Pupil voice evidence that pupils are nurtured as individuals, they have a sense of belonging. Regular check-ins ensure pupils have had breakfast and equipped for school day
Families of disadvantaged pupils have strong, positive relationships with school. There is a good, consistent level support and engagement from pupil and family in all aspects of school life.	Pupil attendance remains high (at national or above). Parent/carers engagement to support learning: attendance parent meetings and events, contributions to planners, support with homework. Pupils show genuine enthusiasm around curriculum.

<p>Pupils attainment results are in line with or above national % for disadvantaged pupils. Gaps in pupils learning are promptly identified and action is taken to close.</p>	<p>Pupil attainment data reflects results at or above national for disadvantaged pupils. Pupil data is monitored termly and shows progress towards expected outcomes.</p>
<p>An ambitious curriculum provides a cultural capital, the offer at Alveley Primary School exposes pupils to rich opportunities and fosters aspiration for the future, through trips, extra curricular opportunities, community involvement and more.</p>	<p>Pupils can apply context in learning due to relatable experiences, this is evidenced in pupil work, learning walks and discussion. Pupil voice reflects a developing ambition and a desire for ambitious future possibilities.</p>
<p>Pupils develop a confident and resilient sense of self. Personal and character development are nurtured and pupils take pride in their efforts and achievements.</p>	<p>Pupils are confident to deepen involvement in learning (evident through Levels of Involvement in learning walks and pupil work), they seek challenge and take risks, showing an effective and resilient approach. Pupils are proud to be able to articulate their efforts and achievements and champion their own success.</p>
<p>Pupils are exposed to a language rich environment, which develops their communication and language skills. Pupils social experiences are supported with a focus on development of social and emotional skills.</p>	<p>Progress is evident in language development and social skills throughout the year. EYFSP at end of Reception reflects achievement of ELG in line with or above national. Communication and language and social skills interventions beyond EYFS reflect progress from baseline.</p>

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: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching – consistent approaches throughout school (e.g. phonics, calculation policy) £3500 (staff development, CPD, resourcing)	OFSTED and EEF recognise the importance and value of QFT.	1
Additional TA support in classroom to focussed support to enable pupils to maximise involvement with teaching (focus on regular reading, spellings, numberwork) £5000 (focussed TA hours)	“Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school’s pupil premium strategy.” – EEF July 2021	1, 2, 3

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Gaps in learning/misconceptions promptly identified. Targeted interventions put into place – phonics/reading/literacy £4000	The Sutton Trust Oxford School Improvement –The pupil Premium Closing the Gap: how system leaders and school can work together. OFSTED	1, 6
Gaps in learning/misconceptions promptly identified. Targeted interventions put into place – maths £3000	The Sutton Trust Oxford School Improvement –The pupil Premium Closing the Gap: how system leaders and school can work together. OFSTED	1

Build on positive partnerships with families. Parent/carer – meetings/resources £1000	EEF recognise “There is good evidence that parental engagement is important for learning outcomes” Nov 2018 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.	5
Language rich environment – teaching, interventions, resources, whole school opportunity – expose £1500	“There is an extensive evidence base showing the impact of communication and language approaches, including a number of meta-analyses.” EEF, Communication and Language Approaches, July 2021	2,6

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

Budgeted cost: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Welfare check in, social support (including playground games and targeted social and emotional support during break/lunchtimes) £1800	Recognised link between pupil health and wellbeing and attainment. Public Health Nov 2014	4
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 – uniform, PE kit £1000	“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	3
Free access to daily breakfast club £400	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.	1, 4

	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)	
Funding for experiences – trips/visits, workshops. £2000	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.	2, 3, 4
One funded extra curricular clubs, all other after school clubs half price. £800	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.	2, 3, 4

Total budgeted cost: £24,000

£24,000 & including £1722.50 to be contributed from school budget

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.

Internal data indicates all PPG pupils making progress. On each return to school Pupil Progress meetings held to analysis data and to inform individual action plan for pupil support and intervention to improve support and intervention quality.

Good attendance at breakfast club and positive impact on attendance prior to COVID lockdown.

Good engagement with After School Club.

During COVID lockdown support given through resources to support pupils to engage with home learning

Sports coaching provided internally – children enjoyed participating in interhouse competitions. Positive outcomes of opportunity to be part of a team – communication, self confidence development.

Daily intervention demonstrated greater resilience in sports and academic studies – test results.

All pupils benefitted from funded local trips and visits to the Country Park. This was an excellent opportunity for pupils to engage in activities within the wider community and enjoy new outdoor learning experiences.

Children have regularly worn uniform and had used PE kit. IT equipment provided enabled pupils to access remote learning at home.

Pupils in Year 6 enjoyed a 6 week horse riding and horse care course which had huge impact on their confidence, resilience and self esteem. Parents/Carers were invited to watch pupils ride at their final session.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information

Related documents and information:

School link governor PPG 2020-21 (Geoff Baker)

SIP

Termly tracking of school data – data analysis and NTS tests to be shared within Governors meetings