

# Pupil premium strategy statement: Alveley Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	117 (including Nursery)
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan cover	2024 - 25
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
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	£34,256
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£34,256

# Part A: Pupil premium strategy plan

## Statement of intent

At Alveley, we are dedicated to supporting our disadvantaged and PPG pupils, with all staff and governing body members committed to addressing their pastoral, social, and academic needs in a caring and supportive environment. Our goal is to nurture a love for learning in each child and to equip them with the skills and abilities necessary to reach their full potential, ultimately helping them thrive in adulthood and pursue meaningful employment.

To enhance outcomes for these pupils, we are focused on:

- Delivering high-quality, inclusive teaching for all pupils.
- Prioritising the progress and achievement of disadvantaged pupils.
- Fostering self-confidence and self-esteem in disadvantaged pupils.
- Building cultural capital to raise aspirations for the future of disadvantaged pupils.
- Strengthening partnerships with families to encourage parental engagement.
- Supporting and improving attendance for disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Registration data suggests PPG pupils' attendance is lower than other groups (including school average, SENS and EHCP) across school, reducing the learning opportunities and likely widening the attainment gap.
2	Emotional resilience and potential emotional vulnerability. For a number of PPG pupils, support is required to develop social skills and to improve or maintain good mental health and wellbeing, as well as positive relationships with peers. This is particularly evident when pupils are struggling with learning.
3	Y4 multiplication check results show that PPG pupil attainment is in line with national average, but below our school average, potentially increasing the gap with peers moving into UKS2.
4	Disadvantaged pupils in general have reduced opportunities to explore wider cultural, sporting and personal development opportunities than those who aren't.
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 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"> <li>A majority of PPG pupils will have attendance higher than the national average and closer to the school average.</li> <li>Of those whose attendance is below, there is a clear paper trail indicating actions taken by school. Those who there is a 2-year pattern of lower attendance, this is being addressed through EWO, with additional measures in place, if necessary.</li> <li>Clear registers of PPG engagement in wrap-around provision and analysis of whether this has impacted attendance.</li> </ul>
MTC scores among PPG pupils to be aligned to the class average.	<ul style="list-style-type: none"> <li>Clear tracking of progress for PPG pupils showing upward trajectory.</li> <li>All PPG pupils to 20+ on the MTC.</li> <li>PPG attainment to be in line with, or at maximum 1 decimal point below class average.</li> </ul>
Pupils have been exposed to a broader range of cultural experiences, improving their cultural capital.	<ul style="list-style-type: none"> <li>PPG pupils have attended a range of 'out of school' experiences through the year, including trips, the church, SVCP, allotments.</li> </ul>
PPG pupils fully equipped for both the curriculum and wider opportunities.	<ul style="list-style-type: none"> <li>All PPG pupils to have correct uniform, indoor and outdoor sports kit and forest school kit.</li> <li>All PPG pupils to have a book for pleasure that is changed when needed.</li> <li>PPG pupils to have computing access when necessary.</li> </ul>
Parents/ carers show a good, consistent level support and engagement in schoolwork, home learning and attendance.	<ul style="list-style-type: none"> <li>Internal data shows good spellings/ maths home learning engagement.</li> <li>Reading records show frequent reading at home for a majority of PPG pupils.</li> <li>Home learning challenge scores to increase.</li> <li>Strong parent presence at school workshops or parent meetings (such as the SATS talk).</li> </ul>
All PPG pupils to pass phonics screening at the end of Y1.	<ul style="list-style-type: none"> <li>Clear progress in practise phonics screening tests through Spring and Summer term.</li> <li>All PPG pupils in Y1 to pass phonics screening this year.</li> </ul>

## 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: £17,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics teaching support through focused small group TA sessions (1:4 maximum) £9800	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.  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFERR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFERR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a>	2, 6
1:1 reading with a TA at least 3x weekly, (5x weekly as the aspiration) with those more likely not to pass phonics screening/ retake prioritised. £7000	The EEF Toolkit shows an impact of +5 months for specific 1:1 tuition.	2, 6
Teacher and TA CPD focusing on the teaching of mathematics fluency skills £1000	The EEF Toolkit shows an impact of +4 months for high quality, TA interventions, which would bridge the gap for many pupils' mathematics fluency (including tables).	2, 3, 6

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

Budgeted cost: £7300

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1699786010">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1699786010</a>	2, 3, 6
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. £600	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.	2, 3
Additional staff and SLT time to organise and run parent workshops, home learning and assessment meetings, weekly video updates and online portal maintenance. £3100	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, 5
Staff training for specific 1:1	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be	2, 6

intervention strategies, including Talk Boost and Accelerated Reading £3050	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)	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Playground games and targeted social and emotional support during break/lunchtimes £1960	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 <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6402646/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6402646/</a>  The significance of school breaktimes: <a href="https://www.nuffieldfoundation.org/project/the-significance-of-school-breaktimes">https://www.nuffieldfoundation.org/project/the-significance-of-school-breaktimes</a>	1, 2, 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.	1, 2, 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	2, 4
Purchase phonics resources in order support the catch up for PPG pupils across <u>all classes</u> in school. £500	Synthetic phonics will drive up basic literacy standards: <a href="https://www.gov.uk/government/news/reading-at-an-early-age-the-key-to-success">https://www.gov.uk/government/news/reading-at-an-early-age-the-key-to-success</a>	6
Free access to daily breakfast club £900	Department for Education- Evaluation of Breakfast Clubs: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603947/Evaluation_of_Breakfast_Clubs-School_briefing.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603947/Evaluation_of_Breakfast_Clubs-School_briefing.pdf</a> EEF research (breakfast clubs): <a href="https://educationendowmentfoundation.org.uk/news/eefstat">https://educationendowmentfoundation.org.uk/news/eefstat</a>	1, 2, 4

	<p><a href="#">ement-republication-of-the-evaluation-of-school-breakfastclubs</a></p> <p>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>	
Free access to all wrap around clubs (including sports, personal development such as sign language, and music clubs. £1300	<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: <a href="https://www.gov.uk/government/publications/the-pupilpremium-how-schools-are-spending-the-fundingsuccessfully">https://www.gov.uk/government/publications/the-pupilpremium-how-schools-are-spending-the-fundingsuccessfully</a></p>	1, 2, 4
Funding for educational visits (and Y5/6 residential) and in-school educational workshops £2500	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.	1, 2, 4

**Total budgeted cost: £34,260**

## 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 maths, PPG pupils made +13.0 points progress between KS1 and KS2, and in reading, achieved a +16.0 point increase in progress between Key Stages. 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.

Through our 2023/24 attendance strategy, PPG attendance improved from 90.94% to 94.7%, a statistically significant improvement and one which brings PPG attendance at Alveley above the national average for all primary attendance in 23/24. This has had a positive impact on all aspects of educational outcome, as well as giving the widest range of opportunities for personal development. However, PPG attendance still lags below our school attendance, with PPG being the lowest attendance amongst 'vulnerable' groups; the ambition is to bring PPG attendance closer in line to our school attendance.

Following academic year 2022/23, it was recognised that an over-representative percentage of the "bottom 20% of readers" across all year groups were PPG pupils. This showed that the potentially limited access to reading materials at home was having an effect on attainment in reading. However, following academic year 2023/24, this has significantly dropped, and is now 20%. This now suggests PPG pupils are underrepresented in that group. A significant improvement.

Pupils have accessed a range of wider experiences through good engagement with Wrap Around Provision. These have included art, sport, cookery, and gardening. The offer of Wrap Around Provision free of charge has further supported attendance.

Sports coaching provided internally - children enjoyed participating in interhouse competitions. 25% of Y6 PPG pupils were chosen to be sports leaders this year, 100% of PPG pupils attended at least one competition outside of school. Additionally, 50% of Trust Parliament are PPG recipients, 30% of School Council, 20% of Eco-Club and 50% of Y5 PPG pupils are librarians. Developing and cultivating leadership responsibilities amongst our PPG pupils is a vital part of our personal development offer, developing cultural capital for these pupils.

All pupils benefitted from funded school trips linked to termly. Last year, 100% of Year 6 PPG pupils were able to attend our 3-day residential trip at no cost, helping 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, as well as the aforementioned residential trip.

New uniforms and the new, branded 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.