

Pupil premium strategy statement – Alder Grove C of E Primary School – 2024-2025

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	346
Proportion (%) of pupil premium eligible pupils	3.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	Autumn Term 2024
Date on which it will be reviewed	Autumn Term 2025
Statement authorised by	Mr Philip Theobald
Pupil premium lead	Miss Anna Cresswell
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,920
Recovery premium funding allocation this academic year <i>(Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.)</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</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>	£5,920

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.

Our approach will be responsive to common challenges and individual needs and rooted in robust diagnostic assessment and not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help all pupils excel. To achieve this, we will do the following:

- ensure disadvantaged pupils receive scaffolding in key areas so that they may access all learning
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt the DFEs' 'menu of approaches' model
 - support high-quality teaching, such as staff professional development
 - provide targeted academic support
 - tackle non-academic barriers to academic success, such as difficulties with attendance, behaviour and social and emotional wellbeing
- Adhere to the TKAT Strategy Overview

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 ensure targeted high-quality provision so that all pupils meet their end of year progress and attainment targets.
2	To ensure pupils who are also EAL or have assessed language deprivation are given the opportunities to close the gaps compared to non-disadvantaged peers.
3	To ensure access to enrichment and extracurricular activities.
4	To support the increase of social and emotional wellbeing.
5	To overcome disruptions to learning caused by broken weeks of attendance.

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

	<ul style="list-style-type: none"> • Good levels of progress made across half termly Read Write Inc Phonics assessments • Pupils with EAL are giving access to wider interventions such as Flash Academy and Racing to English
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. • 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 • Priority access and support from Pastoral Lead to support wellbeing

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: £ 3500

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 5 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.	5 3
Zones of Regulation Training	Our Research Backed Approach The Zones of Regulation Self-regulation strategies EEF (educationendowmentfoundation.org.uk)	4
Continued development of Maths Mastery Approach – focus on Mastering Number approach	Supporting Research, Evidence and Argument NCETM Mastery learning EEF (educationendowmentfoundation.org.uk)	1

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 5 3
Pre-learning sessions to clarify Tier 2 and 3	Oral language interventions EEF (educationendowmentfoundation.org.uk)	2 1

<p>subject specific vocabulary and maths to support progress and attainment of targeted children.</p>	<p>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</p> <p>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</p> <p>Removing potential barriers to participation increases attendance – Barriers to Learning for Disadvantaged Groups, Jodie Pennacchia.</p>	
<p>Development of PP Nurture Group – fortnightly session with Pastoral Lead to share and celebrate successes</p>	<p>Removing potential barriers to participation increases attendance – Barriers to Learning for Disadvantaged Groups, Jodie Pennacchia.</p>	<p>4</p>
<p>Development of Flash Academy EAL intervention across the school</p>	<p>EAL and educational achievement Prof S Strand.pdf Joint review commissioned to narrow the attainment gap for EAL... EEF</p>	<p>2</p>

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<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 4</p>
<p>Admin and payments related to trips.</p>	<p>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.</p>	<p>1 4</p>
<p>Support parents whose children have been identified as having low attendance through the use of the Pastoral and Attendance Lead within school.</p>	<p>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).</p>	<p>1 5</p>
<p>Develop Parenting Workshops to</p>	<p>EEF Evidence on Parental Engagement (July 2021) Parental engagement has a</p>	<p>5 2</p>

support PP families where appropriate.	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.	4
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Total budgeted cost: £7500

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 2022-23 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 used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Read Write Inc. Phonics	Ruth Miskin Training
Speech Link	Speech Link Multi Media Ltd
Drama Club	TheatriKids
Flash Academy	Flash Academy