



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	Alban Wood Primary School and Nursery
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	46/231 – 20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Paul Sutton
Pupil premium lead	Hazel Pinder
Governor / Trustee lead	Carol Stroud

Funding overview

Detail	Amounts TBC
Pupil premium funding allocation this academic year	£69,050 YR-6: £67,250 N: £1,800
Recovery premium funding allocation this academic year	£7,250
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	£76,300

Part A: Pupil premium strategy plan

Statement of intent

- To ensure all disadvantaged pupils have equity with their peers.
- To support the social and emotional needs of disadvantaged pupils are met.
- Outcomes of disadvantaged pupils across the school are improved to be more inline with non-disadvantaged pupils.



Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupil's attainment and progress may not be inline with non-disadvantaged pupils
2	Attendance of disadvantaged pupils is below that of non-disadvantaged
3	Disadvantaged pupils may not have access to paid, curricular and extra-curricular activities provided by the school and outside agencies
4	Disadvantaged pupils may be affected by social and emotional challenges
5	Receptive and expressive language of disadvantaged pupils may not be at the expected level
6	Disadvantaged pupils and families may need support at home
7	Families of disadvantaged pupils have a lack of aspirations and reduced motivations to support their child's learning

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.

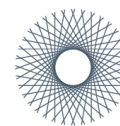
Intended outcome	Success criteria
Ensure the quality of teaching and learning remains good or better, improving the robustness of assessment and the use of gap analysis to close the gaps and accelerate progress.	Disadvantaged pupils receive high quality teaching and learning in order to make rapid progress towards expected targets, diminishing the difference with non-disadvantaged.
Disadvantaged pupils have equity with peers.	Disadvantaged pupils have access to the same opportunities as all pupils at Alban Wood.
Social and emotional needs of disadvantaged pupils are supported.	Disadvantaged pupils have access to varied support from school and outside agencies
Improved overall and persistent absence rates	Difference in absence between disadvantaged and non-disadvantaged is reduced.

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 - Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed



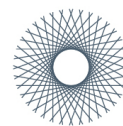
Targeted academic support - Budgeted cost: £38,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language support	Disadvantaged pupils identified being behind in their receptive and expressive language Elkan Approach – KS1/2 NELI/ Welcom - EYFS	1 & 5
Small group LSA interventions	Gap analysis identifying gaps in knowledge.	1
Tutoring – school lead and/or Tuition Partners	Previous use of Tuition partners – pupils engaged well when face to face and not remote and when the pupils and parents knew the tutors.	1

Wider strategies - Budgeted cost: £37,825

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted use of a Family Support Worker	Families requiring support at home have benefitted from FSW intervention.	6
Use counselling for pupils in need of support	Outside agencies support identified pupils with specific need – play/art therapist.	4
Support disadvantaged pupils with mental health and wellbeing	Disadvantaged pupils' demonstrating concerns with emotional, social and wellbeing supported Previous interventions were successful, and pupils were fully integrated back into the classroom.	1 & 4
Subsidised support for pupils to participate in all educational visits including residential trips	Disadvantaged pupils can have the same learning experiences as all children at Alban Wood Primary School and Nursery.	3
Subsidised clubs / music lessons / resources where needed	Opportunities for disadvantaged pupils that they may otherwise miss out on	3
Subsidised school uniform	Disadvantaged pupils have equity with their peers	3
Subsidised support for parents to access Step2Skills	To empower and educate parents to better support their child's learning.	7
Monthly / Fortnightly meeting to monitor attendance	Target parents regarding attendance.	2

Total budgeted cost: £76,300

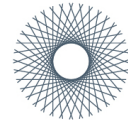


Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Measure	Activity
Priority 1.	<ul style="list-style-type: none"> • Gap analysis was used effectively to support teachers and LSAs to deliver targeted support. • Small groups of targeted children were supported with Reading and Maths. • Maths and English 'Teaching and Learning Advisors' worked with teaching staff to improve teacher knowledge. • EYFS Advisor supported EYFS with improving outcomes for children. • In the summer term, the school introduced a new Maths scheme following a Peer Review and an evaluation of the school's current scheme. • Teachers focused on disadvantaged children through the period of 'remote education', supporting them and their families.
Priority 2.	<ul style="list-style-type: none"> • Clubs were restricted during 2020-21 due to COVID therefore we were unable to subsidise PPG children attending them. • Our curriculum was reviewed after the initial lock down and all children (including PPG) experienced missed learning following a catch up program. PPG children were targeted for additional support in this catch up program and resources, including adult support, was directed as appropriate.
Priority 3.	<ul style="list-style-type: none"> • Educational visits were subsidised to ensure PPG children had equity with their peers. • School uniform was subsidised where needed. • Parents of PPG children were supported through attendance monitoring. • Chromebooks were offered to all PPG children throughout the school, this ensured they could access the home learning during the January Lockdown as well as have access to a device for other areas of home learning, homework etc. • Speech and language support was targeted where needed to support the children's receptive language.
Priority 4.	<ul style="list-style-type: none"> • The schools allocated Family Support Worker (FSW) supported 4 children and their families. This support is being doubled for next year. • Our Learning and Wellbeing Mentors have supported children and families with learning, behaviour and their mental wellbeing. • Wellbeing Mentor support during the year – <ul style="list-style-type: none"> ○ Circle of Friends ○ Mental Health Intervention ○ Supported new PPG and SEND child on reduced timetable. ○ Intensive Support for families ○ Visual Stress testing of children ○ Greeting children at the gate each day ○ Family welfare calls.



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| | <ul style="list-style-type: none">● Learning Mentor support during the year<ul style="list-style-type: none">○ Lego Therapy○ Drawing and Talking○ Emotional Regulation○ Protective Behaviour○ Zones of Regulation○ Covered lunchtimes to support behaviour○ Greeting children at the gate each day○ Family welfare calls● There has been a reduction in the number of fixed term exclusions over the last 3 years.<ul style="list-style-type: none">○ 2020-21 2 PPG children - fixed term exclusions○ 2019-20 5 PPG children - fixed term exclusions○ 2018-19 5 PPG children - fixed term exclusions |
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