



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	240
Proportion (%) of pupil premium eligible pupils	46/237 – 19% (Sept 2022)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years (Year 2 of 3)
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Paul Sutton
Pupil premium lead	Hazel Pinder
Governor / Trustee lead	Julian Wolf

Funding overview

Detail	Amounts
Pupil premium funding allocation this academic year	£66,466 YR-6: £63,710 N: £2,736
Recovery premium funding allocation this academic year	£6,670
School Led Tutoring Grant	£5017
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	£78,133

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.
- To ensure disadvantaged children are challenged in their learning .



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:£1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Fluency	Reading project research Reading by six: Ofsted EEF toolkit phonics and reading comprehension strategies	1,5



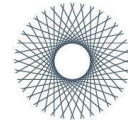
NELI Training for new EYFS Staff	Reading by six: Ofsted EEF toolkit-oral language interventions	5
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Targeted academic support - Budgeted cost: **£46,399**

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/ Wellcomm - EYFS	EEF toolkit-oral language development	1 & 5
Small group interventions	Metacognition and self-regulation: evidence review EEF Research and analysis supporting SEND Ofsted May 2021	1, 4
National Tutoring Programme - School Led Tutoring 40 children x 15 hrs 600hrs	EEF toolkit-one to one tuition, small group tuition	1

Wider strategies - Budgeted cost: **£30,734**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted use of a Family Support Worker		6
Use counselling for pupils in need of support	Metacognition and self-regulation: evidence review. Programmes to Practices: Identifying effective, evidence based social and emotional learning strategies for teachers and schools: Evidence review. EEF toolkit-metacognition and self regulation.	4 and 7
Support disadvantaged pupils with mental health and wellbeing	EEF toolkit-metacognition and self regulation and social and emotional learning	1 & 4
Subsidised support for pupils to participate in all educational visits including residential trips	Enrichment opportunities to develop oral language/vocabulary and aspirations EEF-collaborative learning	3
Subsidised clubs / music lessons / resources where needed	Enrichment opportunities to develop oral language/vocabulary and aspirations EEF-collaborative learning	3
Subsidised school uniform	Disadvantaged pupils have equity with their peers	3



Subsidised support for parents to access Step2Skills	Working with parents to support children's learning EEF parental engagement	6 and 7
Target parents regarding attendance	Working with parents to support children's learning EEF parental engagement Target parents regarding attend	1 and 2

Total budgeted cost: £77,813

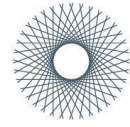


Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 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 'Teaching and Learning Advisor' worked with teaching staff to improve teacher knowledge. ● EYFS Advisor supported EYFS with improving outcomes for children. ● In the Autumn, the school introduced a new writing scheme to improve the outcomes for children.
Priority 2.	<ul style="list-style-type: none"> ● Clubs were reintroduced in September and PPG children's fees were subsidised so they could attend them. ● PPG children were targeted for interventions and the National Tutoring Programme in reading and maths.
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 in Key Stage 2. ● 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 children and their families. ● 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. ○ Lunchtime support ● Learning Mentor support during the year <ul style="list-style-type: none"> ○ Lego Therapy ○ Drawing and Talking ○ Emotional Regulation ○ Protective Behaviour ○ Zones of Regulation



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| | <ul style="list-style-type: none">o Covered lunchtimes to support behaviouro Greeting children at the door each dayo Farm Therapyo Step2Skill coordinatoro 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">● 2021-22 1 PPG child - fixed term exclusionso 2020-21 2 PPG children - fixed term exclusionso 2019-20 5 PPG children - fixed term exclusions |
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