

# Pupil premium strategy statement – Alban Wood Primary School and Nursery

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	233
Proportion (%) of pupil premium eligible pupils	PPG – 19% EYPPG - 5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement for each academic year</b> )	3 years (Year 3 of 3)2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Jonny Spector
Pupil premium lead	Tracey Turner
Governor / Trustee lead	Julian Wolf

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	YR - 6 - £74,205 Nursery - £3762 £77967
Recovery premium funding allocation this academic year	£7395
Pupil premium funding carried forward from previous years	0
<b>Total budget for this academic year</b>	<b>£85,362</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention at Alban Wood Primary School and Nursery is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

At Alban Wood we ensure that teaching and learning opportunities meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable 'disadvantaged' groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed.

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged children at our school that is comparable with that of non disadvantaged children nationally. Pupil Premium Funding will be allocated following annual needs analysis and termly pupil progress meetings which will identify priority pupils and groups. We recognise that disadvantage does not mean and is not an excuse for low attainment or progress. Pupil premium resources will be used to support all qualifying pupils including higher attaining children with previously high levels of attainment.

Our strategy plan will focus on the key challenges that are preventing our disadvantaged children from attaining well: oral language, vocabulary, expectations and enrichment opportunities that support learning. The use of pupil premium is discussed by the Governing Board and staff and is based on individuals and year group, whole school need and the impact of its use, robust assessment, not assumptions about the impact of disadvantage. When deciding on how best to spend the funding for the greatest impact we referred to the research and evidence from the Education Endowment Foundation and Ofsted documentation as well as the ongoing evaluation of current strategies used and knowledge of our children and families and are using a tiered approach- 1: teaching, 2: targeted academic support, 3: wider strategies.

At Alban Wood we expect that all children irrespective of background, or the challenges they face, become strong readers. This will enable them to read to learn, broaden horizons and be ready for the modern world.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	PPG pupils on entry have a lower baseline in reading, writing and maths.  Alban Wood Primary School aims to reduce the difference each year and ensure PPG pupils attain age related expectations and any additional gaps due to COVID.
2	Our analysis shows some disadvantaged children and families need additional support to maintain better attendance. Our in school attendance gap for our Pupil premium children was 1.26% for the academic year 2022-23
3	PPG pupils lack access to paid curricular and extra-curricular activities provided by the school and outside agencies, this will support their Cultural Capital.
4	A significant number of our PPG have additional needs and/or vulnerabilities. Our assessments, discussions and observations have identified social and emotional/ self-confidence issues for some disadvantaged children. Within our school 28 children are identified as needing additional support with social emotional needs, with 28 currently receiving small group and individual interventions.
5	Poor Oral language skills.  Our EYFS baseline assessments, observations, and discussions show disadvantaged pupils generally have greater difficulties with oral language, vocabulary gaps and reading for some disadvantaged pupils from EYFS to KS2.
6	Education has a lower priority within the family setting.

7	Families of disadvantaged pupils have a lack of aspirations and reduced motivations to support their child's learning.
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## 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.  The difference between reading, writing and attainment of PP and others will be diminished at the end of KS2 KS1 phonics assessment scores will reflect our ambition to reduce the gap.
Disadvantaged pupils have equity with peers.	Disadvantaged pupils have access to the same opportunities as all pupils at Alban Wood.  Children are equipped with the skills and knowledge needed for their future life chances.
Language skills improve and pupils are working at Age - related.	The difference between attainment of PPG and others will be reduced.
Social and emotional needs of disadvantaged pupils are supported.	Disadvantaged pupils have access to varied support from school and outside agencies and be fully engaged in their learning.
Improved overall and persistent absence rates	Attendance for the pp children is at least 95% each half term. Reduce the number of persistent absentees among pupils eligible for PP to 10% or below by the end of each school year.

## 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: £28734.58

	<b>Budgeted September 2023</b>
<b>KS2/KS1 LSA's</b>	<b>£14367.29</b>
<b>EYFS LSA</b>	<b>£14367.29</b>
<b>Total</b>	<b>£28734.58</b>

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Reading Fluency Project	Reading project research Reading by six: Ofsted EEF toolkit phonics and reading comprehension strategies The Reading Framework 2023	1,5
Whole Class Guided Reading	Reading project research Reading by six: Ofsted EEF toolkit phonics and reading comprehension strategies The Reading Framework 2023	1,5
Monster Phonics Training	Reading by six: Ofsted EEF toolkit phonics and reading comprehension strategies The Reading Framework 2023	1,5
NELI Training for new EYFS Staff	Reading by six: Ofsted EEF toolkit-oral language interventions	5
Additional LSA's	Research and analysis supporting SEND Review 2022 SEND and alternative provision improvement plan 2023 EEF toolkit-one to one tuition, small group tuition	1,4,5,7

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

Budgeted cost: **£38763.50**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Speech and language support. Disadvantaged pupils identified	EEF toolkit-oral language development	1, 5

being behind in their receptive and expressive language NELI/ Wellcomm - EYFS		
1:1, Small group interventions	Metacognition and self-regulation: evidence review  EEF Research and analysis supporting SEND Ofsted May 2021	1, 4,5,6
Intervention/Transition Bases provision to support children in being ready to learn.  Access to all areas of learning and the curriculum in small groups with high adult ratios.	Metacognition and self-regulation: evidence review EEF  Research and analysis supporting SEND Ofsted May 2021 EEF toolkit  Metacognition Research and analysis supporting SEND Review 2022  SEND and alternative provision improvement plan 2023.	1,4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.  Phonics   Teaching and Learning Toolkit   EEF	1,5

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

Budgeted cost: £ 17863.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions   Teaching and Learning Toolkit   EEF	5
Targeted use of a Family Support Worker	EEF parental engagement	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	4 and 7

	strategies for teachers and schools: Evidence review. EEF toolkit-metacognition and self regulation.	
Pastoral Support. Small group sessions ensure the social and emotional needs of children are supported so they are ready to learn.	EEF toolkit-metacognition and self regulation and social and emotional learning	1 & 4
Pastoral Interventions including Lego therapy, protective behaviours, mental health rocks, drawing and talking. Small group/1:1 sessions to support children's emotional wellbeing and mental health.	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.	1,4,7
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: £85,362**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

From September 2022, the recovery premium, PPG and the National Tutoring fund was used to deliver 1;1 and small group tuition by teachers and to target missed learning and any aspect that needed further consolidation. End of key stage attainment is evidence that standards were sustained even with the difficulties faced due to COVID restrictions and illness. Children who had not previously made progress made at least expected progress to 'narrow the gap' Disadvantaged children continued to make the same progress overall as non-disadvantaged pupils in literacy and maths. A significant number of our children who are disadvantaged also had SEND, many with an EHCP.

EY GLD 70% PPG 33% ( 9 children eligible for PPG, 1 EHCP 1 have SEND)

Year 1 Phonics 73% PPG 57%

Year 2 end KS1 (9 Children eligible for PPG, 3 also have SEND)

Reading 76% PPG 86%

Writing 62% PPG 71%

Mathematics 69% PPG 86%

Year 6 end KS2 (8 Children eligible for PPG 4 children with SEND)

Reading 80% PPG 80% working beyond 17% PPG 0

Writing 73% PPG 50% working beyond 13% PPG 0

Mathematics PPG 83% PPG 70% working beyond 33% PPG 0

Our pastoral team supported our children emotionally and with their mental health. Children were more able and ready to access and settled quickly back into school. Attendance was a priority with support offered and as a last resort breach and FPN were issued. Attendance continued to be above national at 95.8% PPG 93.3%.

Attendance was a priority with support offered and as a last resort breach and FPN were issued. Attendance continued to be above national at 95.8% PPG 93.3%. With recognition weekly for every child with 100% attendance and termly certificates.

### Externally provided programmes

Programme	Provider
Reading Fluency	HfL

Nelli Speech and Language	Nuffield
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## Service pupil premium funding (optional)

<b>How our service pupil premium allocation was spent last academic year</b>
<b>The impact of that spending on service pupil premium eligible pupils</b>