

# Alburgh with Denton C of E Primary School Pupil Premium strategy statement 2021-22

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	Alburgh with Denton CE Primary School
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	19% (20 pupils)
Academic year that our current pupil premium strategy plan covers	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Mrs Hayley Sonnex
Pupil premium lead	Mrs Hayley Sonnex
Governor / Trustee lead	Mrs Beth Barrett

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,140
Recovery premium funding allocation this academic year	£2030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total funding	£24,170

# Part A: Pupil premium strategy plan

## Statement of intent

At Alburgh with Denton CE Primary School we have high aspirations for our pupils. We care about the whole child and high quality teaching is at the core of what we do to ensure that disadvantaged pupils achieve their full potential. At Alburgh with Denton we use this additional funding to provide individual, personalised, targeted support which aims to diminish any difference in attainment between pupil premium children and other children in our school.

## Challenges

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

Challenge number	Detail of challenge
1	Under developed oral language, reading skills and vocabulary gaps.
2	A high proportion of pupils in receipt of pupil premium funding are also on the SEND register and have additional needs.
3	Well-being for our disadvantaged pupils has been impacted by school closures.
4	Low aspirations and lack of opportunities.
5	Poor social skills and conflict resolution skills, lack of emotional literacy.
6	Lower attainment

## 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
Pupils are happier with friendships as a result of the support given and are confident in resolving issues.	Pupil voice and teacher observations show an improvement in confidence. Less incidents are recorded.
To provide mental health support and nurture which will result in pupils being more focussed in the classroom.	Pupils are able to access support in the nurture hub and Boxhall Profile results show an increase in scores. Pupil voice, parent surveys and teacher observations show an improvement in well-being.

Trips and experiences such as residential give pupils wider opportunities and experiences.	Pupils' life experiences are enriched.
Breakfast Club provision provided.	Children are settled at the start of the day and ready to focus on learning.
Disadvantaged pupils continue to make good progress in their learning. Attainment gaps are targeted through quality first teaching and focussed intervention.	Internal and external performance information demonstrates good rates of achievement for the vast majority of Disadvantaged Pupils.
Disadvantaged Pupils in the Early Years meet the expected standard for communication and language by the end of the year.	Data shows pupils reach the expected standard.
Speech and Language intervention takes place resulting in Disadvantaged Pupils accessing the curriculum to a greater degree.	A member of staff uses Wellcom to baseline and provide targeted intervention.

## 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: £5846

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Wellcom resource for diagnostic assessment in Speech and Language.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to ensure they receive the correct additional support through interventions or teacher instruction.	1 and 2
Purchase of a DfE validated Systematic Synthetic Phonics Programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for Disadvantaged Pupils.	1 and 6
Enhancement of our maths teaching and curriculum in line with DfE and EEF guidance. We will fund release time for teachers to attend training with	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS1 and 2.pdf</a> ( <a href="http://publishing.service.gov.uk">publishing.service.gov.uk</a> )	6

Angles Hub for Mastery training.		
To enable teachers to spend time giving high quality feedback to pupils.	The EEF states that feedback is very high impact for very low cost based on extensive evidence.	6
To provide high quality CPD to ensure teachers and TAs have the skills necessary to understand the strategies they employ in their teaching and how this impacts on the pupils, thereby ensuring that they are able to adapt to meet the needs of all learners.	Evidence suggests that high quality CPD can have an impact on pupil outcomes.	1, 2 and 6

## Targeted academic support

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide one to one and small group tutoring with qualified teachers to help diminish gaps caused by the pandemic.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	1, 2 and 6

## Wider strategies

Budgeted cost: £ 9324

Activity	Evidence that supports this approach	Challenge number(s) addressed
To pay a teaching assistant to deliver nurture, friendship and general support for mental health.	Pupils' attainment is significantly better if they are happy and not feeling anxious or worried.	3 and 5
To subsidise a Breakfast Club so it is free for Disadvantaged Pupils.	Pupils' attainment is significantly better if they aren't hungry or unsettled at the start of the day.	3

To fund trips including residential for Disadvantaged Pupils	Enrichment beyond the curriculum helps improve aspiration and life chances.	4
To fund a life coach for pupils in upper KS2 to develop resilience and self-esteem.	Pupils' attainment is significantly better if they are happy and confident.	3, 4 and 5
To purchase specialised learning resources when needed eg SATS revision guides.	Based on our experiences, it is essential that all students have access to the resources they need to access the curriculum and therefore reach their potential.	4 and 6
To help purchase uniform PE kits and Forest School attire.	All pupils have equal opportunities.	4

**Total budgeted cost: £ 24,170**

## **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.

Due to the pandemic, there has been significant interruption to schools. As a result of this there is no standardised data that demonstrates the impact of our spending on standards. However our internal assessments in July 2021 indicate that Disadvantaged Pupils at the end of Year 6 all reached the 'Expected' standard. Disadvantaged Pupils in Year 2 all passed the phonics screening check by the time they left KS1. The children in Year 2 however had significant weaknesses in Reading regardless of whether they were Disadvantaged or not.

Attendance figures remain high, this is helped by Breakfast Club.

Our assessments and observations indicated that well-being and mental health was significantly impacted last year. This has led to us allocating a skilled teaching assistant time to deliver nurture provision.

We were able to evidence that one to one tuition, which took place in the summer term 2021, had a demonstrable impact on standards. This information was shared with Governors.

### **Monitoring**

We regularly track and monitor the progress of our Disadvantaged Pupils and evaluate the impact of any spending.

The impact of our Pupil Premium provision is a standing item on the agenda of every Governors' meeting.

### **Date of next review: Autumn 2022**