

Pupil premium strategy statement – Alburgh with Denton Primary Academy

This statement details our school's use of pupil 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	105
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2022-2025
Date this statement was published	Dec 2022
Date on which it will be reviewed	Dec 2025
Statement authorised by	Mrs Leigh Goodhew
Pupil premium lead	Mrs Leigh Goodhew
Governor / Trustee lead	Mrs Beth Barrett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£18,440

Part A: Pupil premium strategy plan

Statement of intent

At Alburgh with Denton CE Primary Academy, 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 a range of approaches to combat barriers and offer support to the needs of the whole family. As a small rural school we aim to raise aspirations and give a range of opportunities to enhance cultural capital. We want to open children's eyes to the wider world and help them to realise the possibilities that are out there, raising their outcomes so that they have equal opportunities of achieving in later life. Our key principles are ensuring they have equal access to opportunities and ensuring they have experiences that they would not have experienced from home.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy will focus on Pupil Premium First approach. To ensure they are effective and personalised for each pupil, we will draw on pupil and parent voice, also regularly tracking the progress of these pupils to adapt the support needed and the opportunities experienced.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. 62% of disadvantaged pupils are working below the expected standard for Maths compared with 31% of non-disadvantaged pupils.
2	Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. 69% of disadvantaged pupils are working below the expected standard for writing compared with 48% of non-disadvantaged pupils. The significant areas of weakness are sentence structure and spelling. 54% of disadvantaged pupils are also below expected in reading, compared to 27% of non-disadvantaged pupils.

3	A high proportion of pupils in receipt of pupil premium funding are also on the SEND register and have additional needs. 38% of disadvantaged pupils are on the SEN register- one having an EHCP.
4	A greater proportion of parents with Pupil Premium children do not engage with the school with homework or parents have mentioned that they find homework a difficulty.
5	Many disadvantaged pupils have low aspirations and lack of opportunities.
6	Social, emotional, physical and mental health issues have been identified by staff and/or parents, as a factor that is impacting children's attitudes to learning and outcomes. 23% of our disadvantaged pupils are also young carers and 31% have a medical condition that has had an impact on their attendance and education. 77% of our disadvantaged pupils are from single parents families, have one parent that is in the military and have periods of time when they are posted away from home are adopted or looked after.

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
To improve maths attainment among disadvantaged pupils and narrow the gap between pupil premium and non-pupil premium pupils. PP first strategy used to target this focus group.	Pupil Premium data for KS1 and KS2 reading data will show comparably to that of non-pupil premium pupils and individual gaps in performance will have been narrowed. Pupil voice shows improved confidence.
To improve writing attainment among disadvantaged pupils and narrow the gap between pupil premium and non-pupil premium pupils. PP first strategy used to target this focus group. New spelling strategies to be researched and tried to improve spelling.	Pupil Premium data for KS1 and KS2 writing data will show comparably to that of non-pupil premium pupils and individual gaps in performance will have been narrowed. Pupil voice shows improved confidence.
For pupils who have SEND and are eligible for pupil premium support to have improved outcomes. PP first strategy used to target this focus group.	Pupil Premium data for KS1 and KS2 for reading, writing and maths will show a sustained or narrowing of any gaps with progress relevant to their individual starting points. Pupil voice shows improved confidence.
To improve the interaction and engagement of the parents of PP children, especially in relation to homework.	Improved attendance of parents with PP children of meetings, Forums, learning cafes. Greater participation seen in surveys-making this more comparable to non PP parents. Quantity of homework completed by PP children improves.
To give pupil premium children access to trips, visitors and experiences (such as residential) which give pupils wider opportunities and experiences, helping them to raise their aspirations. To also offer talks on careers and	All pupil premium pupils have experienced trips, including one to the theatre, attended at least one sporting fixture, learnt to swim 25m, attended a residential, experienced a new sport or to play a new instrument and

workshops on aspiration and a positive mental attitude.	had opportunities to hear from speakers/visitors about their future opportunities. Data gained from registers, qualitative data from student voice, student and parent questionnaires and teacher observations show a more positive, confident attitude with higher aspirations.
For pupil premium pupils to have access to mental health support to sustain improved wellbeing and a more positive mental attitude. For the school to seek other opportunities to support pupils in their mental health.	Sustained high levels of well-being demonstrated by: - qualitative data from student voice, student and parent questionnaires and teacher observations. PP children to have access to nurture provisions as a priority- Pupil Premium first.
For young carers to have the opportunity to play, talk and discuss their feelings, enjoying the company of other young carers	Weekly sessions for young carers has given them time to socialise and have fun, also having the time to discuss their thoughts as a young carer and for the school to gain the young carer award

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To develop the CPD of all teachers, HLTA's and TA's to improve quality first teaching- using walkthrus.</i>	Trust CPD using walkthrus as a model means job-embedded professional development on the basis of daily teaching practice. It is designed to improve teachers' instructional practices to enhance student learning. EEF guidance report- Effective professional development	1, 2 and 3
<i>Ensure provision of high-quality feedback.</i>	High-quality feedback can lead to an average of eight additional months' progress over the course of a year. EEF - Assessment and Feedback - Embedding formative assessment	1,2 and 3

<p><i>All staff to receive training in the use of using manipulatives in Maths to improve understanding</i></p>	<p>Manipulatives and representations can be powerful tools for supporting young children to engage with ideas across many areas of mathematics. They can help children make sense of mathematical concepts, develop visual images, increase engagement and enjoyment, help practitioners see what children understand and provide a bridge to abstract thinking.³³ Children benefit from practical, first hand experiences of moving and interacting with manipulatives to develop mathematical ideas.</p> <p>EEF guidance report- Improving Mathematics in EYFS and KS1. NCETM- Teaching for mastery</p>	<p>1 and 3</p>

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

Budgeted cost: £3,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To timetable 'pinny time' as an extra phonic intervention to the children who are not at the expected standard.</i></p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>EEF toolkit on phonics and DFE</p>	<p>3</p>
<p><i>To provide targeted small group interventions for spelling and writing to improve pupil's standard.</i></p>	<p>One to one tuition and small group tuition are both effective interventions. Providing training to the staff that deliver small group support is likely to increase impact.</p> <p>EEF Teaching and Learning Toolkit- small group tuition</p>	<p>2 and 3</p>

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

Budgeted cost: £4,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To give all children the opportunity to take part in a residential and attend trips to other areas and to locations-experiencing new activities. These will be funded or partially funded for pupil premium pupils. To also listen to guest speakers and be inspired to try new opportunities.</i></p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Learning outside the classroom helps to bring the curriculum to life – it provides deeper subject learning and increases self-confidence. It also helps pupils develop their risk awareness and prepares them for their future working lives</p> <p>EEF Toolkit- arts participation and HSE</p>	<p>4,5 and 6</p>
<p><i>To part fund breakfast club, after school club, Friday sports club, trips and uniform for pupil premium pupils</i></p>	<p>Breakfast clubs were popular with schools, pupils and parents. Schools reported perceived impacts in terms of reducing hunger, improved concentration and behaviour, and saw breakfast clubs as helping pupils to develop social skills.</p> <p>DfE- Evaluation of breakfast clubs in schools</p>	<p>4,5 and 6</p>
<p><i>Continue with various different counselling/nurture services and therapies, alongside the work of our dedicated Mental Health Lead, to develop pupils' social, emotional and mental health so they fully access all aspects of school life.</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>EEF Social and Emotional Learning.</p>	<p>5 and 6</p>
<p><i>Establish a homework club (and/or the opportunity to complete homework in after school club) in which pupils can receive support and resources to help them complete this and improve their understanding.</i></p>	<p>Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils. Homework clubs can help to overcome these barriers by offering pupils the</p>	<p>4</p>

	resources and support needed to undertake homework or revision. EEF framework- Homework	
<i>Extensive support for parents/ carers (coffee mornings, EYFS Stay and Play, Open Events, Parent Workshops etc.) to support them in fully engaging with their child's learning and how they can help with their child's homework.</i>	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. EEF Parental Engagement and EEF Teaching and Learning Toolkit – Social and Emotional Learning	4
<i>Train all staff about young carers, set-up a club for them to attend weekly and obtain the young carer award</i>	EEF Teaching and Learning Toolkit – Social and Emotional Learning	6

Total budgeted cost: £18,440

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

All pupil premium pupils attended at least 2 trips each year and at least one sporting tournament. All KS2 pupils have been taken swimming, with all but 1 being able to swim 25m. All children have also learnt to ride a bike, attended a pantomime and experienced playing a musical instrument. They have all experienced PE enrichment sessions and attended forest school sessions. Only 1 child in KS2 did not attend the residential. This has increased their life experiences and allowed them to obtain or improve life skills that they didn't previously have.

End of KS2 data showed that in reading 75% achieved the expected standard, compared with 90% for non-disadvantaged. 25% of disadvantaged achieved expected in Writing compared with 90% for non-disadvantaged and in Maths, 25% obtained the expected standard compared to 70% of non-disadvantaged. (75% of these pupils are also SEN- one with an EHCP) The average score for the multiplication check for disadvantaged was 14.4 compared with 17.3 (progress was seen by all pupils) and 100% of year 1 pupils achieved the phonics screening check.

Internal data showed that in EYFS, 50% of disadvantaged pupils achieved GLD (2 pupils, of which 1 is SEN) compared with 75% of non-disadvantaged.

In year 1, 100% of disadvantaged reached the expected standard in all areas, although in year 2 and 3 there were none that reached this standard (2 of 3 pupils SEN in year 3 and both in year 4- one with an EHCP). In year 5 100% of disadvantaged achieved the expected standard in reading and maths and 50% in writing.

This data shows that in reading, all disadvantaged pupils without SEN were above the non-disadvantaged results in reading, all year 1 and year 5 disadvantaged data was above the non-disadvantaged and in year 4 only writing was slightly below the non-disadvantaged data.

Half of our young carers are disadvantaged and their pupil voice shows that they enjoy having the time to play and spend time together and feel that it is helping them become more positive and confident. Resilience scales of pupils attending nurture support show an improvement and parents have been glad of extra support.

Parents have attended more parents evenings and more have attended workshops, learning cafes and celebration activities. We have also been more proactive at calling parents to keep communication open. Parent voice has said that homework is an area that they find difficult and welcome a homework club or support at school. A homework club was set up but pupils were less keen to attend.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Enrichment sports activities	Premier Sport

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.