

Alverton Primary School Pupil Premium Strategy Statement 2024 – 2025

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	Alverton Primary School
Number of pupils in school	311
Proportion (%) of Pupil Premium eligible pupils	21.9
Academic year / years that our current Pupil Premium strategy plan covers (3-year plans are recommended)	2022 – 2025 (see separate document)
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Nichola Smith (Headteacher)
Pupil Premium Lead	Laura Simpson / Cathryn Wicks
Governor Lead	Terry Binns / Maili Buckingham

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£95250
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£95250

School Context and Demographic

Alverton Primary School is located in Penzance, in the far west of Cornwall. 2024 data, based on the 2019 Index of Multiple Deprivation (IMD), shows that 22% of our pupils live in the 0 – 10% most deprived LSOAs in England whilst 64% of our pupils live in the most deprived 0 – 30% LSOAs (66% nationally) compared to 27% of pupils from across Cornwall. 2024 IDACI data shows that 22% of our pupils live in the 0 - 10% most deprived LSOAs in England whilst 45% of our pupils live in the most deprived 0 – 30% of LSOAs (national 45%; Cornish average 24%).

The School Inspection Data Summary Report (IDSR) in October 2024 identifies both our school’s pupil base deprivation and school location deprivation as well above average.

Part A: Pupil Premium Strategy Plan

Statement of Intent

Ultimate Objectives

Our ultimate objective is that all pupils achieve their full potential.

We aim to do this through:

- Identifying under-performing pupils and ensuring that appropriate intervention is in place to accelerate progress, particularly in reading.
- Raising engagement through social and emotional support and interventions to support the mental health and wellbeing of our disadvantaged pupils so that they are ready and able to learn.
- Supporting disadvantaged children to be able to access a wide range of opportunities beyond the classroom that will benefit their growth, development and educational experience and build their cultural capital.
- Supporting the attendance and punctuality of our disadvantaged children so that they are able to achieve their full potential in school.

How does your current Pupil Premium Strategy Plan work towards achieving these objectives?

When making decisions about using Pupil Premium funding we consider the context of the school and the challenges faced and inform our decisions using a range of evidence including research conducted by the EEF. In 2023 – 2024, reading is a priority across the school, especially amongst Pupil Premium children. Our Pupil Premium funding is combined with Recovery Premium funding.

We:

- Ensure that teaching and learning opportunities meet the needs of all the pupils
- Follow needs analysis to ensure that individuals and groups of disadvantaged pupils receive bespoke support, matched to their needs
- Ensure that Pupil Premium is also used to enhance the learning experience, even if no obvious barriers exist, for any disadvantaged pupils

Our range of provision includes (but is not limited to):

- Employing intervention teachers to support English (especially reading) and Maths in Year 6.
- Using the NTP funding to employ experienced staff through the School-Led Tutoring model to support identified pupils in key areas.
- Reducing class sizes for English (all year) and Maths (part of the year) in Years 5 and 6.
- 1:1 and small group learning support.
- Reading and Phonics support.
- Ensuring pupils have high attendance and come to school on time.
- Providing high-quality pastoral support.
- Ensuring teachers receive focused and effective professional development.
- Enabling access to a wide, rich set of experiences and opportunities for pupils to develop their talents and interests.
- Ensuring that all KS2 Pupil Premium children have access to free healthy tuck each day.
- Removing potential financial barriers.

This list is not exhaustive and will change according to the needs and support our pupils require.

What are the key principles of your strategy plan?

- 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 groups.
- We create an overall package of support, looking at the whole child, which is aimed to tackle a range of barriers including those linked to attendance, wellbeing and learning.
- We are committed to raising the attainment for pupils who are eligible for Pupil Premium and ensure that class teachers and TAs know which pupils are classed as disadvantaged so they can take responsibility for supporting children.

- We identify pupils who are in danger of falling behind academically or who require additional support in some area and intervene swiftly to support; interventions and provision used are based on sound educational research and / or our experience of successful strategies.
- We recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals and conform to the DfE's guidance that there is no expectation that schools should spend the grant only on eligible pupils, or on a per eligible pupil basis.
- Our Pupil Premium allocation supports training and continuous development to **improve the quality of all teaching, target support through interventions and supports whole-school strategies to improve attendance, behaviour and readiness to learn as well as enhancing pupils' cultural capital.**

Challenges

Common barriers to learning and key achievement challenges that we have identified amongst our disadvantaged children are identified below. However, the challenges are varied and there is no "one size fits all".

Challenge Number	Detail of Challenge
1	The current levels of attainment for some of those children identified as disadvantaged may prevent them from achieving nationally expected standards at the end of a key stage and achieving their full potential; this can include a lack of support with their learning at home and is currently particularly apparent in reading. Data from Accelerated Reader and reading assessments shows that many disadvantaged pupils' reading age is below their chronological age.
2	Some disadvantaged children enter Reception less well prepared for school in the areas of Communication and Language compared with their peers.
3	Children need to be ready to learn and their social and emotional needs need to be met. Observations and discussions with staff indicate that some of our children need extra support in order to be ready to learn.
4	Attendance rates for some pupils eligible for Pupil Premium contributes to their low attainment; attendance rates for disadvantaged children need to be in line with non-disadvantaged children.
5	Some children are not financially able to access all opportunities available to their peers; alongside this there may be a lack of knowledge of the pathway to aspirational goals and expectation from both the children themselves and from others around them. This includes all finance related challenges (eg uniform, food).

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
Targeted individualised support for identified Pupil Premium children enables them to achieve nationally expected standards.	Pupils eligible for Pupil Premium make at least expected progress relative to their individual starting points. Pupils eligible for Pupil Premium achieve expected standards at the end of each key stage in line with national expectations and relative to their individual starting points. This will be measured by teacher assessments and moderation, end of Key Stage 2 SATs results, EYFS data and other appropriate assessments, including through Accelerated Reader.
Disadvantaged pupils make at least expected progress in the area of Communication and Language in the EYFS enabling them to better access their learning alongside their peers.	Pupils eligible for Pupil Premium make at least expected progress relative to their individual starting points in the strands of Communication and Language in the EYFS. This will be measured by teacher assessments and moderation, end of Key EYFS data and any other appropriate assessments.

<p>The school is able to address and meet children's social and emotional needs including in the EYFS.</p>	<p>Children's social and emotional needs are met through an effective range of support. This is evidenced through a range of feedback, anecdotal mechanisms, records of pastoral support and assessments.</p>
<p>Increased attendance rates for pupils eligible for Pupil Premium.</p>	<p>Further reduce the Pupil Premium % of pupils who are Persistent Absentees. Overall Pupil Premium attendance improves further and is in line with that of all pupils.</p>
<p>Children eligible for Pupil Premium access extra-curricular activities for which there may be a financial or aspirational barrier.</p>	<p>Pupil Premium children are able to access extra-curricular activities free of charge regardless of the fee which would normally apply (eg instrumental tuition, some after-school clubs) through the money allocated to each individual child. Children who are vulnerable or have a particular need for funding support are able to access additional financial support when they need it. This includes uniform and food.</p>

Activity in this Academic Year (2024 – 2025)

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: **£6324**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers receive focused and highly effective professional development; teachers' subject and pedagogical knowledge consistently build and develop, maintaining a focus on high quality teaching and learning.</p> <p>TPAT Teaching and Learning Project As part of the trust's Teaching and Learning Project, all teachers have ongoing training on Walkthrus, looking at important practical techniques in, for example, explaining and modelling, questioning and feedback and practice and retrieval,</p> <p>Advantage Project The school participated fully in TPAT's Advantage Project in Years 5 and 6 which enables them to access bespoke applications designed to support their learning with the ultimate aim to improve outcomes and opportunities for our young people, particularly those who are in receipt of the Pupil Premium and to help prepare them for the future.</p> <p>Support for ECTs Ensure that ECTs receive excellent support from mentors and other staff.</p>	<p>"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium." EEF Guide to the Pupil Premium</p> <p>"Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving ... should rightly be the top priority for Pupil Premium spending." EEF Guide to the Pupil Premium</p> <p>Maintaining an unerring focus on providing high quality teaching is a key low-cost, high-impact strategy; raising the quality of teaching both increases attainment and helps to close the gap. Sir John Dunford consistently states the need for an unerring focus on quality teaching because of its benefits to all (but especially disadvantaged) pupils. Research consistently shows that high quality of teaching improves learning eg Ofsted 2013, NFER 2015.</p>	1
<p>Oracy will be an embedded part of our general teaching pedagogy as well as taught through a specific curriculum. Introduce the Voice 21 teacher / school benchmarks across the year. Evaluate whole school English curriculum with reference to link modalities e.g. oracy and writing. Oracy framework and curriculum to be used to support explicit oracy teaching in all key stages.</p> <p>The % of pupils who achieved the required standard in <u>Phonics</u> is at least in line with national %. English Lead to oversee assessment and tracking across all cohort. Monitor cohort / individual tracking to ensure intervention is having intended impact on progress. Ensure intervention staff have up to date and relevant training. Phonics training to be provided to KS2 staff (teachers and TAs).</p> <p>A whole school focus on <u>reading</u> ensures technically proficient, fluent and confident readers who enjoy reading and who show solid understanding of the texts they read. Maintain focus on using assessment / data. Continue to ensure that reading intervention is personalised and targeted to individual need. Continue with the strategies currently in place to develop pupils' vocabulary and keep this high profile across the school. Ensure that Whole Class Reading texts have a strong vocabulary focus and that there are regular, meaningful opportunities to revisit and apply vocabulary. Provide training to ensure all staff, including in KS2, have good understanding of how to use phonics to support early readers.</p>	<p>Oracy Voice 21 states that, on entry to school, disadvantaged children's spoken language development is "significantly lower than their more advantaged peers" and acknowledges that these gaps grow as children move through school with children receiving free school meals twice being 1.6 times as likely to be below the expected language standard at age 5, increasing to twice as likely when aged 11. EEF evidence on oral language interventions found the impact for early years to be +7 months of additional progress and for primary schools to be +6 months of additional progress. In addition, the English Speaking Union states that the benefits of oracy skills "go far beyond academic achievement" and boosts "a whole range of social, emotional and interpersonal skills".</p> <p>Phonics The EEF Toolkit says that phonics approaches have been consistently found to be effective in supporting younger readers, particularly those from disadvantaged backgrounds, with an average impact of an additional four months' progress. Pedagogical expertise is a key component of successful teaching of early reading.</p> <p>Analysis of our own data shows the positive impact of our personalised Phonics intervention on pupils' progress.</p> <p>Reading Analysis of our data confirmed our awareness that children who do not read regularly at home do not achieve as well as their peers. A key driver in this priority is encouraging the prioritising of reading at home.</p> <p>The EEF Toolkit confirms that, although parental engagement is consistently associated with pupils' success at school, the evidence about how to improve attainment by increasing parental involvement is much less conclusive, particularly for disadvantaged families, and says that it is difficult to engage parents. Increasing parental engagement has, on average, two to three months' positive impact. We will also ensure that we provide additional reading support in school for those children who do not read at home.</p> <p>In a case study, Dixons Kings Academy described their "particular focus on developing pupils' vocabulary, as vocabulary knowledge is a predictor of</p>	1

<p>Continue with our strategies to support our early readers across the school. Continue high expectations for parental engagement with reading, Continue to maintain a high profile for reading for pleasure across the school.</p> <p>Our writing curriculum will have a strong focus on foundational skills, particularly those needed to secure transcription, and will have strong links to the other English modalities of reading and oracy / spoken language.</p> <p>Identify, assess and secure foundational skills at key points. Ensure the key components of English are linked together. Handwriting policy will support securing of transcription skills and progression will be evident. In the EYFS, continue to improve pupils' stamina for writing through regular mark making, gross and fine motor development activities and provision to support writing which are appropriate to their current phonic stage; provide opportunities for pupils to apply developing writing skills, increasingly independently.</p>	<p>achievement and is often related to socio-economic status" (EEF Guide to the Pupil Premium June 2019).</p> <p>With the emphasis on vocabulary and the longer texts in the Key Stage 2 reading test, as well as the knowledge that several of our children do not read at home and therefore do not have access to the broader vocabulary gained through reading, we know that we need to continue to focus on vocabulary.</p> <p>Writing Our Key Stage 2 Writing results are strong, in line with all other measures and above national %. However, in Key Stage 1 Writing % are lower than Reading or Maths, and in the EYFS the fewest number of children achieve their ELG in Writing. This is also reflected in other cohorts across the school. This is particularly true for boys.</p> <p>Writing skills are an important part of communication and therefore it is essential that pupils can write well.</p> <p>Thinking forward to the next stage of their education, children will have fewer English lessons and therefore need to know that they have the skills to confidently tackle written tasks across the curriculum.</p>	
<p>Further engage parental support and better enable parents to support their child with their learning at home.</p> <p>Ensure that parents are better equipped to support their children at home by an improved understanding of the importance of their support, particularly in reading, and provide them with increased knowledge of how best to do this.</p> <p>Ensure that parents are actively engaged with, and able to support, their child's learning at home through having increased knowledge of the curriculum and the skills needed by holding parent workshops, for example about reading or phonics, particularly in response to parent requests.</p> <p>Individually invite targeted parents to a range of events which will help them support at home.</p>	<p>We consider how to make the school welcoming for parents whose own experiences of school may not have been positive and how best we can support those who are not confident in their ability to support their children. We do this in a range of ways by, for example, welcoming them to informal school events.</p> <p>The EEF Toolkit says that although parental involvement is consistently associated with pupils' success at school, the evidence about how to increase involvement is much less conclusive; the suggestion from recent research is that increasing parent involvement will have a positive impact on their child's learning.</p> <p>Many of our parents are actively involved in their child's learning but there are specific aspects (eg Phonics, modern calculation strategies) about which parents have asked for support.</p> <p>The majority of pupils who are not working at age-expected standards are those who do not read regularly at home; those children who are very well supported at home tend to achieve highly in relation to their own academic starting points.</p>	<p>1 2 3 5</p>

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

Budgeted cost: £47149

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enable children to make accelerated progress and attain national standards.</p> <p>Teacher-led Intervention: Provide 1:1 or small group teacher-led intervention support for identified pupils for Reading and Maths in Year 6 and Writing in Year 2.</p> <p>Year 6 Small Teaching Groups: Additional teacher time to enable small group work in English and Maths in Year 6 for identified pupils.</p>	<p>Teacher-led Intervention: End of Key Stage analysis consistently shows that pupils who received 1:1 or small group intervention made significant accelerated progress across the year and an increased number of pupils reached age related expectations (please see the Impact sections for full details). Our Pupil Premium Planning and Evaluation Outlines for 1:1 Teacher-led Intervention (Year 6) also provides strong evidence for the effectiveness of this strategy in Year 6.</p> <p>The EEF Teaching and Learning Toolkit confirms our evidence that 1:1 tuition can be effective, on average accelerating progress by an additional five months. In line with their guidance, we ensure that 1:1 tuition is additional to, but explicitly lined with, normal teaching. We also ensure that our 1:1 / small group teachers are skilled, experienced, know the children well and can accurately identify individual children's specific learning needs in order to make their intervention highly effective with our 1:1 teaching being delivered by our own teachers who also teach most of the children in their English or Maths lessons. The EEF Toolkit also confirms that the effect of this intervention on pupils from disadvantaged backgrounds tends to be particularly positive.</p> <p>The EEF Improving Literacy document for Key Stage 2 and Key Stage 1 recognise and recommend high-quality, targeted teaching and support such as this. Where appropriate and effective, we will create even more impact for the cost by having small group work rather than 1:1 work but this depends on individual circumstances and will be decided using sound and informed professional judgement. The EEF Closing the Attainment Gap document states that "targeted small group and 1:1 interventions have the potential for the largest immediate impact on attainment".</p> <p>Year 6 Small Teaching Groups: Small teaching groups (especially for those children who need additional support) enables daily targeted support for identified Pupil Premium children.</p> <p>Our data shows that the pupils who worked in these small groups made accelerated progress across the year and an increased % achieved the expected standard at the end of Key Stage 2 compared with the % which were on track to do so at the end of Year 5.</p> <p>The EEF Teaching and Learning Toolkit recognises that this is an effective strategy especially when targeted at pupils' specific needs. This strategy enables us to ensure that all teaching is pitched at an appropriate level and uses approaches from which all pupils can benefit as well as allowing time for the teacher and TA to frequently work 1:1 with children to support their learning.</p> <p>Sutton Trust research shows that strong teaching disproportionately helps disadvantaged pupils; the English group is taught by experienced Year 6 teachers, one of whom is also an intervention specialist and provides 1:1 and small group intervention. The Maths group by an experienced Year 6 teacher who also delivers our 1:1 Maths intervention.</p> <p>Our Pupil Premium Planning and Evaluation Outline for Small Group English Teaching in Year 6 provides further strong evidence for the effectiveness of this strategy.</p>	<p>1 2</p>
<p>Learning is accelerated in English and Maths across the key stages for those pupils who require additional support to meet the requirements of age-expected standards.</p> <p>TA 1:1 and Small Group Interventions: These interventions are delivered as soon as possible after the point of identification to provide rapid support.</p> <p>Phonics: Specialist TA-led individualised intervention enables children to close gaps in their phonics knowledge as soon as they appear.</p>	<p>TA 1:1 and Small Group Interventions: Progress across the school shows that Pupil Premium children are making at least expected progress in each cohort in Reading (including Phonics), Writing and Maths. Many of these children receive TA led intervention. This has resulted in an increase in the number of children working at, or closer to, age-expected levels by the end of KS2.</p> <p>The EEF Improving Literacy Recommendations for Key Stage 2 and for Key Stage 1 recognise the importance of rapid provision of support which has been accurately assessed. Our TAs provide 1:1 support to children where, through observation and assessment when teaching, and through marking, class teachers have identified those children who need additional support to meet the day's learning and can pinpoint exactly what these "gaps" may be. TAs also provide intervention on basic Maths and English skills. Without this intervention, it would be very difficult for some of our children to keep up with the rigours of the curriculum and make expected progress.</p> <p>The EEF Guidance Report "Making the Best Use of Teaching Assistants" identifies that using TAs to deliver high-quality 1:1 and small groups support shows an impact of approximately three additional months' progress when structured support is provided.</p> <p>Phonics: Our Phonics provision (including our small group and individualised interventions led by TAs) is regularly reviewed and has been praised by a County advisor and results in excellent progress. Extending this support into Years 3 and 4 has meant that those children who have not met the expected standard by the end of Year 2 have received personalised support tailored to their individual needs.</p>	<p>1</p>

<p>All pupils, including those with SEND, are supported to achieve the best possible outcomes.</p> <p>Speech and Language: A specialist HLTA and TA provide Speech and Language intervention and additional, focused, targeted support that develops children's language and communication skills and self-confidence. This support is particularly targeted towards children in the EYFS and into Key Stage 1.</p>	<p>Speech and Language: Specialist TA intervention with pupils across the school, but particularly with those in the Early Years and Year 1, has supported pupils in addressing particular Speech and Language needs, allowing targeted pupils to better access their learning by overcoming potential barriers as early in their school life as possible.</p> <p>Speech and Language support enables children to reach their fullest potential in terms of their speech, language and communication development which in turn enables them to participate more fully in all aspects of their daily life.</p> <p>The Ofsted Best Start in Life (Part 1) document states that 1 in 4 (23%) children who struggle with language at age 5 do not reach the expected standard in English at the end of primary school, compared with 1 in 25 (4%) children who had good language skills at age 5. The EEF toolkit tells us that, on average, children who are involved in communication and language approaches make 7 months additional progress over the course of the year.</p>	<p>1 2</p>
<p>Ensure that the EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs.</p> <p>Accelerate progress for Pupil Premium children in the EYFS, in relation to their individual needs.</p> <p>Personalised Intervention: Pupil Premium children are identified early on as part of baseline and interventions are immediately put into place to address specific areas for development.</p> <p>Speech and Language: As above. This support is particularly targeted towards children in the EYFS and into Key Stage 1.</p>	<p>Personalised Intervention: Sir John Dunford says that disadvantaged children fall behind their peers from a very young age so tackling the attainment gap in the Early Years is critical to success later on.</p> <p>Children can have specific areas which prevent them from achieving a Good Level of Development; identifying and addressing these specific areas of need at the earliest point ensures that the children are better able to achieve in line with national expectations.</p> <p>Children often come into the EYFS with entry data that is below the national average in the prime areas and addressing these becomes a priority.</p> <p>The EEF Closing the Attainment Gap document says that Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school, especially in areas such as communication and language approaches and social and emotional support.</p>	<p>1 2</p>

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

Budgeted cost: **£42191**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupils have high attendance and come to school on time. When this is not the case, the school takes appropriate, swift and effective action.</p> <p>Continue to increase attendance rates to ensure that children in receipt of the Pupil Premium are not disadvantaged through low levels of attendance or punctuality.</p> <p>Continue to use our rigorous monitoring systems.</p> <p>The Headteacher, Deputy Head and Attendance Officer work directly with parents of children whose absence is causing concern.</p> <p>Continue to reward good attendance for pupils and keep attendance as high profile.</p> <p>Where attendance or punctuality is an issue, parents are directly approached and encouraged to use our Breakfast Club for their children. This enables pupils to eat breakfast in school and is free for Pupil Premium pupils.</p> <p>Pupil Support Plan (PSP) meetings support where there are concerns around children's attendance and enable barriers to pupil attendance to be addressed, including making reasonable adjustments.</p>	<p>Children's attainment will not improve if they are not actually attending school. This may lead to under-performance and not reaching their full potential, having long-term impact on their social and economic future; the "Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice" (DfE November 2015) document states that it is important to focus on attendance as "lower performance [is] associated with higher absence levels".</p> <p>The NFER briefing for school leaders identifies addressing attendance as a key step and we know that we need to continue to allocate additional funding in order to address attendance amongst our pupils, particularly those in receipt of the Pupil Premium.</p> <p>Actions and approaches have had a positive impact on individual children and we have confidential information which confirms this.</p> <p>Our Breakfast Club further supports our attendance initiative as attendance amongst Pupil Premium children is an area we continue to actively address.</p> <p>Children cannot learn effectively if their basic needs are not met and a good breakfast means a great start to learning for the day. Supporting a daily breakfast club allows us to support our pupils who may not have breakfast every day as well as those parents who need childcare before school.</p> <p>The EEF Magic Breakfast study concluded that, when considering progress in English, KS2 pupils in schools with breakfast clubs made around two months' additional progress compared to pupils in other schools in the trial.</p> <p>Evidence has suggested that children eating breakfast regularly have better health and academic outcomes (Pollitt and Matthews 1998; Rampersaud et al 2005) while 9 – 11-year-old children who do not eat breakfast are less able to distinguish similar images, show increased errors and display slower memory recall (Pollitt et al 1998).</p>	<p>3 4</p>
<p>Food initiatives are in place to support all children and families who need this help.</p> <p>Free bagels are provided for all children each day; free tuck is provided for Key Stage 2 pupils who are eligible for Pupil Premium; a Help Your Shelf has been established in the school foyer.</p>	<p>In recognition that many of our families are facing extremely difficult circumstances as a result of the cost of living crisis, we have taken several steps to try to support families to ensure that no children are hungry including providing free bagels to all children (regardless of PP status) at the start of the school and free tuck for all KS2 children who are eligible for Pupil Premium. Please also see the information about Breakfast Clubs above. Providing free bagels for all children as well as free tuck for KS2 PP pupils will help their concentration and learning.</p> <p>We have created a Help Your Shelf in the entrance foyer with a shelf of food which is free for anyone (as well as a free uniform rail).</p>	<p>5</p>
<p>High-quality pastoral support is provided; pupils' emotional wellbeing is supported by providing social and emotional support for those children who need it.</p> <p>Social and Emotional Support: Pastoral support is provided through 1:1 and small group support and in the classroom to support children at their most vulnerable times.</p> <p>External Support from External Professionals: We buy into Educational Psychologist time as well as specialist behaviour support for those children in need of this so that targeted support and advice can be given to staff and families of Pupil Premium children. Children's specific needs are identified and addressed to help the child be readied for learning.</p> <p>We also work with local organisations and counsellors (eg CLEAR).</p>	<p>Social and Emotional Support: We consider addressing children's social and emotional needs to be fundamental to our work.</p> <p>Through this support, children become more self-assured and ready to engage with life and learning as well as better able to deal with life's ups and downs. Interventions which target social and emotional learning aim to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. The repercussions of COVID-19 on children's mental health are still comparatively unknown.</p> <p>The EEF Teaching and Learning Toolkit recognises that Social and Emotional interventions have an identifiable impact on attitudes to learning and a valuable impact on attitudes to learning and social relationships in school as well as, in many cases, a positive impact on attainment (four months additional progress on average). They appear to have particular impact on low-attaining and disadvantaged pupils.</p> <p>External Professionals: For some children and their families, the support provided by a specialist behaviour support worker is invaluable.</p> <p>This support has enabled parents and staff to work together even more effectively to support individual children's specific needs, allowing children to better access the curriculum and be ready to learn.</p> <p>Some children have other barriers to learning because of social and emotional needs; these need to be addressed so that the children are ready to access the</p>	<p>3</p>

	school environment and to make progress in their learning. Behaviour Support can help with this.	
<p>The school makes the best use of the Pupil Premium, ensuring that the children receive the highest quality provision possible from the funding.</p> <p>Allocate funding to ensure the effectiveness of the leadership of Pupil Premium (both Pupil Premium Lead and Pupil Premium governors) and to ensure that our information is up-to-date and informs best practice.</p> <p>The Pupil Premium Lead, along with the Headteacher, ensures that an ethos of achievement and expectation is created across the school.</p>	<p>It is important to have access to the most recent information and guidance, and to listen to experts on the use of the Pupil Premium grant in order to inform our decision-making and funding allocation.</p> <p>Research conducted by the Wallace Foundation concludes that leadership influences student learning and proves that effective leadership is key in improving standards.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
<p>The curriculum is designed to give all pupils, especially the disadvantaged, the knowledge and cultural capital they need to succeed in life. Pupils have access to a wide, rich set of experiences and opportunities to pupils to develop their talents and interests.</p> <p>Continue to provide a range of arts-based activities and to look to extend this further where possible, ensuring that children eligible for Pupil Premium are encouraged to take part in these.</p> <p>The school works towards Artsmark accreditation to ensure that all children receive a wide range of quality learning opportunities in expressive arts.</p> <p>Ensure that there are no financial barriers to pupils' aspirations.</p> <p>Further increase the range of reading books available in classes and in the library.</p>	<p>Studies into the effect of arts activities on pupil wellbeing show that the arts can make a "powerful contribution ... [to] health and wellbeing" Lord Howarth of Newport, <i>Creative Health: The Arts for Health and Wellbeing</i>.</p> <p>Rebecca Johnson of Breathe Arts Health Research believes that "access to programmes which incorporate arts-based interventions leads to increased independence, improved self-esteem, confidence and resilience".</p> <p>The EEF confirms this: although involvement in artistic and creative activities has a "positive but low" impact on academic learning, wider benefits such as more positive attitudes to learning and increased wellbeing [are] consistently reported".</p> <p>We have a strong tradition of arts-based activities and encouraging pupils' creativity at Alverton and have seen first-hand the benefits that this has for our pupils and will continue to promote this still further amongst our Pupil Premium children. We have achieved the Silver Artsmark award, which recognises the range of opportunities we provide for our children in music and the arts.</p> <p>We encourage a love of reading and have a whole-school culture of enjoyment in books. We consider this to be very important in broadening children's horizons as well as developing the essential skill of reading. We are using the funding this year to increase our range of books for the Accelerated Reader programme and to enhance our range of books in KS1 / EYFS.</p>	<p>3</p> <p>5</p>
<p>Potential financial and aspirational barriers are removed enabling children to take part in the opportunities available.</p> <p>Parents of Pupil Premium children can use up to £100 to enable their children to access extra-curricular activities (eg to pay for music lessons, after-school clubs which attract a cost, or to cover the cost of school trips) or in the way that they need it most (eg to help buy school uniform).</p> <p>Half of the cost of Key Stage 2 camps (2/3 for Y6) are funded for Pupil Premium children so that they can access all the opportunities available to them. The original cost of Y6 camp is further subsidised by £50 per child in order to make it accessible to all.</p> <p>PP children will be provided with an iPad to use at home should they need one.</p> <p>Some funding is also allocated to enable us to respond to individual need.</p>	<p>We consider children's cultural capital and equality of opportunity to be important aspects of our Pupil Premium provision. We actively encourage all children to access all the opportunities available to them and to take part in a wide range of enrichment activities.</p> <p>Sir John Dunford says that one of the barriers to learning of many disadvantaged pupils is the narrowness of their experience outside school and the lack of opportunities they have to gain experiences that many of their peers take for granted; this can be a major barrier to their education and their ambition.</p> <p>We consider providing funding to parents important to ensure wellbeing and readiness for school as well as try to help to reduce financial concerns for some families.</p> <p>We are aware of the inequality that exists in children's access at home to appropriate devices and connectivity. In its report "Remote Learning: The Digital Divide", the Sutton Trust states that, in January 2021, only 10% of teachers reported that all of their students had adequate access to a device for remote learning. We have repurposed iPads previously used in school for PP children and have offered these to all PP children.</p> <p>Almost all of the parents of our Pupil Premium children use this funding and the feedback is overwhelmingly positive.</p>	<p>3</p> <p>5</p>

Total budgeted cost: £95664

The final impact of our 2024 – 2025 objectives will be detailed in our 2025 – 2026 Strategy Document.

Part B: Review of Outcomes in the Previous Academic Year (23–24)

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Teaching (£5700)

Intended Outcome	Impact	Challenge number(s) addressed
<p>Teachers receive focused and highly effective professional development; teachers' subject and pedagogical knowledge consistently build and develop, maintaining a focus on high quality teaching and learning.</p> <p>Personalised CPD Opportunities for all teachers to undertake paired work as CPD to observe and share effective practice and provide support for others. Opportunities for teachers to attend training.</p>	<p>Our paired projects have again been enormously beneficial in giving staff the opportunity to work together to develop this integral aspect of the curriculum and, this year, the focus was on oracy or vocabulary. Each cross-phase pair taught a similar lesson, appropriate to their year group, with an identical focus and looked at progression and pedagogy. This has helped to build consistency and a greater understanding of the teaching and learning of this key school development priority across the school.</p> <p>Learning walks and flash visits, primarily led by the Headteacher / SLT, but also by subject leaders ensure a continual focus on providing high-quality teaching across the school. Areas for development are followed up, challenged and supported. Work scrutinies have a focus which enables us to identify our strengths and areas for development as a staff.</p> <p>Our Year 5 and 6 teachers have participated in TPAT's Advantage Project and attended all relevant training. Staff who are new to the phase have become increasingly proficient at embedding IT throughout their teaching and children are very confident at using their iPads to support their learning, with increased proficiency in this particularly noticeable for those children who do not have access to similar technology at home. This has proven to be especially successful for those children with SEND as there are a range of adaptations and bespoke applications designed to support their learning that that can be made through the apps and features on the iPads. Lesson observations and deep dives cite excellent use of iPads across the curriculum.</p> <p>We have had three ECTs this year and have ensured that they have had excellent support from experienced mentors. They have attended a full ECT programme as well as a series of Maths training through the Maths Hub. ECTs also visit the classrooms of other teachers across the school to observe a range of skills, strategies and teaching methods and ideas.</p> <p>To support our whole-school priority of reading, all staff attended a reading / phonics INSET, TAs have received phonics training and teachers and TAs accessed on demand phonics training from the Little Wandle website. Our ECTs and staff new to the school visited another local school to see how they used AR and our KS2 staff attended online AR training. In addition, teaching staff attended CPD led by the English Lead on recent relevant research and best practice regarding the Reading Framework and Telling the Story as well as on teaching inference and assessing readers who were finding things tricky. Our English Lead also provides bespoke training each week for phonics and reading where staff can access individual support.</p>	1
<p>A whole-school focus on reading and vocabulary ensures pupils achieve at least in line with other subjects at the end of Key Stage 2.</p> <p>There is a rigorous approach to the reading curriculum to help younger children gain phonic knowledge; the % of Year 1 children who achieve the required standard in the Phonics screening is at least in line with national %.</p>	<p>Reading is consistently a high priority across Alverton School and we have a range of both whole school and key stage specific initiatives to raise its profile even further. As well as ensuring that pupils have a solid grounding in decoding and comprehension skills we encourage them to read for pleasure, widely and often. Key to this is ensuring that parents are engaged with their children's reading habits and expectations have been made clear in initial information packs and during parent consultations. This allowed us to work in partnership to enable our pupils to enjoy all the social and academic benefits that reading brings.</p> <p>We have focused on the Whole Class Reading approach across the school, ensuring clarity of the skills taught and on embedding the use of Accelerated Reader in KS2. Training has been provided for staff who are new to the school. Read Aloud time and Book Club are timetabled in every class and feedback from pupils' enjoyment reflects their value in promoting a culture of reading for pleasure. We also continue to focus on vocabulary across the curriculum and the school day.</p> <p>We have focused particularly on the provision and progress for our early readers and the lowest 20% of readers in each cohort. Intervention is provided by TAs, and by our intervention teacher in Y6. The lowest 20% of children continue to receive individual time with an adult to read daily and strategies now incorporate a reading for pleasure aspect for identified pupils. Staff training has supported teaching staff in using a simple assessment system to identify barriers to reading and design purposeful and impactful intervention, including recognising when fluency is the barrier to reading and knowing how to address this.</p> <p>In all year groups, the % of children working at the expected standard in reading has increased, including all groups of PP children. 73% of pupils achieved the Expected Standard in Reading in the KS2 SATs. 83% of PP children who do not also have SEND also achieved EXS in Reading (national average for Reading 74%). In KS1, 80% of pupils were assessed as achieving EXS at the end of KS1 (including 80% of PP children).</p>	1

	<p>Our Phonics scheme (Little Wandle for Letters and Sounds Revised) has been effective. All Y1 children and any on Years 2 and 3 who have not yet met the required standard are assessed as soon as possible so that staff can pinpoint gaps in their Grapheme-Phoneme Correspondence (GPC) knowledge and decoding skills. Regular targeted interventions, by dedicated phonics intervention staff, are in place to address identified needs. 70% of Year 1 pupils met the required standard, including 4/6 of PP pupils. For some children, this represents remarkable progress and all identified children made progress from their starting points. The children who did not achieve the required standard have specific phonic needs and will be a priority in 24-25, following personalised catch-up programmes.</p>	
<p>A whole-school focus on writing ensures standards are raised, particularly for boys and in the EYFS and Key Stage 1.</p>	<p>Staff follow the Alverton agreed teaching sequence which aims to promote solid understanding of texts by giving pupils opportunities to familiarise and explore features of different genres, before understanding and using them in their own work as well as focusing on vocabulary, particularly through high-quality models and modelled / shared writing. KS1 and KS2 have used shorter writing tasks which have been effective in engaging children with their writing. The linked WCR/writing approach in KS1 has provided meaningful opportunities for writing linked to a diverse range of texts and has meant that the writing at the end of the key stage has strength in depth. The increased use of dictation has also been effective in improving writing standards in KS1.</p> <p>Evidence from teacher voice supports the continued use of WCM as a very effective way to address misconceptions and gaps in learning, as well as improve and consolidate pupils' SPAG and vocabulary knowledge.</p> <p>At the end of KS2, 78% of children reached the expected standard for writing including 45% of PP children (83% for those who do not have SEND) and 80% of boys. At the end of KS1, the % assessed as achieving the expected standard in writing has increased to 71% of children including 50% of PP children and 56% of boys. In all year groups, the % of children working at the expected standard in writing has increased, including all groups of PP children and, for some children, these results show huge improvements from the beginning of the academic year. Writing across the school, especially for boys and in the younger year groups, as well as boys' writing, will continue to be a focus next year.</p> <p>In the EYFS, 60% of children reached the expected standard for writing; this included 2/4 PP children and 52% of boys and was an increase from the % of children working at age-expected levels on entry into Reception. Pupils' stamina for writing has been enhanced through regular mark making, gross and fine motor development activities and provision to support writing which are appropriate to their current phonic stage, as well as providing opportunities for pupils to apply developing writing skills, increasingly independently</p>	1
<p>Further engage parental support and better enable parents to support their child with their learning at home.</p>	<p>We continue to work with parents to support their children's learning. Reception teachers hold a 1:1 meeting with parents before the children start school followed by two parent consultation meetings across the year. They also led two parent phonics workshops, attended by most parents, and promote any parent workshops linked to the Early Years. Our Reception teachers really focus on engaging parents with their children's reading and have spoken to parents regularly about this where needed.</p> <p>Reading at home has a high status in all classes and regularly readers are celebrated. Reading at home has been monitored on a daily basis in all Key Stage 1 classes. Parents are spoken to as needed if children are not reading at home but there are still some children who do not and additional support is provided at school for them. Parents' meetings have been used to inform parents on our new reading strategy in school and pupils are able to show parents the online books they can access through MYON.</p> <p>Class teachers provide support to parents though daily time on the gate and being available to meet if a parent needs more time. Home school diaries are in place for identified pupils and reading records are used to record reading done at school and at home.</p>	1 2 3 5

Targeted Academic Support (£44261)

Intended Outcome	Impact	Challenge number(s) addressed
<p>Enable children to make accelerated progress and attain national standards.</p>	<p>Initial assessment in September indicated that some PP children were priority children for intervention. All children who needed targeted support received this, funded through both the Pupil Premium and Recovery Premium. Some intervention was 1:1 and some small groups; some support was teacher-led and others provided by TAs. Assessments showed that pupils receiving this support made good progress from their starting points; this is detailed in end of term data documents, headline assessment results and discussed in pupil progress meetings.</p> <p>Some of our teacher-led interventions were partly funded through the National Tutoring Programme (NTP) and followed the School Led Tutoring route, allowing us to work with our own teachers who the children know well and provided intervention to the children they taught and so knew exactly where any learning “gaps” might be. 26 pupils received teacher-led intervention for Reading; 21 of these were targeted to reach EXS and 18 did so. All 11 PP children received this intervention. 12/15 pupils who received teacher led intervention / SLT for Maths reached EXS including 5/7 targeted PP children. The attainment of the pupils with SEND who received this intervention (and those who were not predicted / targeted to reach EXS), improved greatly as a result of this intervention, as did their confidence and belief in themselves as learners and those children who have not yet reached age-expected standards are working closer to them and are therefore better prepared for the next stage of their education.</p> <p>At the end of KS2, there were 11 PP pupils in the Y6 cohort, 5 of whom achieved the expected standard in Writing, 5 in Reading and SPaG and 6 in Maths. When considering those pupils in receipt of the Pupil Premium who do not have SEND, 5/6 reached the expected standard in each of Reading, Writing and Maths. The % of PP pupils who reached the expected standard increased from the % working at age-expected standards at the end of the previous academic year. Many of these PP children received a great deal of personalised intervention across the year: seven worked in the smaller English group and all eleven were supported for 1:1 / small group reading, and Maths intervention.</p> <p>Our Y6 small group for English allows pupils to really benefit from a high adult to child ratio and specialised teaching and support. None of these 15 children (which includes all Y6 children with SEND) were working at age-expected levels at the end of Year 5 and 6 reached the expected standard for Reading and 6 for writing. Looking at those children in this group who do not have SEND, 6/8 reached the expected standard in both reading and writing. We also provide small group teaching in Year 6 in the Spring term in Maths. Of the targeted 15 pupils, 12 achieved EXS in Maths.</p> <p>At the end of KS1, there were 10 children receiving Pupil Premium in the Y2 cohort, 8 of whom reached EXS in Reading, 5 in Writing and 9 in Maths. In Year 2, teacher-led intervention supported children’s writing and we ensured that any child in receipt of Pupil Premium who needed this intervention received this additional support resulting in 5 children achieving the expected standard including 1 working in the greater depth group and reaching this standard.</p> <p>In Year 1, 4/6 of children who receive Pupil Premium in this cohort reached the required standard in the Phonics Screening Check. Those who did not are already receiving personalised interventions.</p> <p>In the EYFS, 2/4 PP pupils were assessed as achieving GLD. Those who were not received personalised interventions specific to their individual needs.</p>	<p>1</p>
<p>Learning is accelerated in English and Maths across the key stages for those pupils who require additional support to meet the requirements of age-expected standards.</p>	<p>Across the school, the % of PP children working at age-expected standards is lower than their non-PP peers. Delivered by TAs, these children received individual, personalised interventions where needed, often 1:1. These interventions are delivered as soon as possible after the point of identification to provide rapid support. This has enabled the children to make at least expected progress and fill any learning “gaps”, thus enabling them to access learning alongside their peers and not fall further behind. In all year groups, the % of children working at the expected standard in reading, writing and maths has increased, including all groups of PP children. Please see above re the impact of Phonics intervention. The children’s confidence in themselves as learners has also increased.</p>	<p>1</p>
<p>All pupils, including those with SEND, are supported to achieve the best possible outcomes.</p> <p>Assistant SENDCo role Introduce an Assistant SENDCo role which will work more with children and staff in the classrooms to empower the children as learners.</p>	<p>Our specialist Speech and Language HLTA provides very effective intervention and gives specific advice. She works primarily with our youngest children, meaning that communication needs are identified and addressed as early as possible in order to provide children with the best opportunities to succeed early in their school life. This year, she has worked with 17 children, 4 of whom receive PP. Through these interventions, children are empowered to reach their fullest potential in terms of their speech and language and communication development which in turn will enable them to function and participate more fully in all aspects of daily life.</p> <p>We introduced an Assistant SENDCo role to support aspects of our SEND provision and to work with children and staff to empower children as learners and to support key elements of SEND support such as transition to new classes. This role developed across the year and also supported parents, for example in completing neuro-developmental profiles.</p>	<p>1 2</p>
<p>Ensure that the EYFS curriculum provides no limits or barriers to the children’s achievements, re-</p>	<p>2/4 Pupil Premium children were assessed as achieving GLD. Personalised interventions supported children with their individual areas of need. If children have not achieved GLD, the attainment “gaps” with other children have narrowed as progress accelerates and the children are therefore better able to access their learning than they would otherwise have been. All PP children in the EYFS who require personalised interventions are given these and a key action is to provide additional support for</p>	<p>1 2</p>

<p>ardless of their backgrounds, circumstances or needs.</p> <p>Accelerate progress for Pupil Premium children in the EYFS, in relation to their individual needs.</p> <p>Personalised Intervention: Pupil Premium children are identified on entry and interventions immediately put into place to address specific areas for development.</p>	<p>Pupil Premium children - even those who would not normally be identified as requiring this - to ensure that they don't fall behind. Our speech and language intervention particularly targets children in the EYFS (please see above).</p> <p>Children with specific needs are identified on entry to the EYFS. Regular, appropriate, and effective interventions are put into place as soon as possible and accelerated progress is made by many of the children receiving these interventions.</p> <p>Resources have been purchased to support high-quality interventions and we use support staff well to deliver these. We have funded training for staff which has been identified due to the needs of the cohort.</p>	
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Wider Strategies (£54784)

Intended Outcome	Impact	Challenge number(s) addressed
<p>Pupils have high attendance and come to school on time. When this is not the case, the school takes appropriate, swift and effective action.</p>	<p>Overall attendance in 23-24 was 93.4% (National 94.2%). Attendance for PP pupils was 92.2%, which is slightly lower than the cohort but higher than national % for PP eligible pupils (91.9%).</p> <p>Our persistent absence 13.4% (national 16.9%); persistent absence for disadvantaged pupils was 21.5% (national 28.3%).</p> <p>We continue to monitor attendance rigorously and to make contact with those families where attendance is low as well as working with the Trust's Attendance and Inclusion Lead where attendance is causing particular concern. The DHT leads on Attendance and Pupil Support Plan (PSP) meetings are well established and enable support to be provided where there are concerns around a child's attendance. These regular meetings with parents enable a discussion around barriers to attendance and any reasonable adjustments that the school can put in place as a support package are made. Some PP funding is used to support these reasonable adjustments and increase our support package. This has proven to be very effective and we have confidential examples of this.</p> <p>There are no particular patterns with the attendance of groups of pupils though FSM / Pupil Premium children's attendance is, on average, slightly lower, though it is higher than national PP data. We continue to treat each child individually, regardless of whether they are part of any particular group and, where there are instances of low attendance amongst our Pupil Premium children, these are well supported by these systems as needed.</p> <p>In the summer term, we launched three attendance initiatives to celebrate children's attendance and to recognise improved attendance. In May and June, the attendance of 82% of pupils with <90% attendance improved.</p> <p>Breakfast Club is again very popular this year. The number of Pupil Premium children attending Breakfast Club has increased this year and approximately 80 children attend, averaging around 40 each day. Approximately 40% of those attending in total are eligible for Pupil Premium (approximately 30 Pupil Premium children in total). Pupil Premium funding is used to encourage children to attend Breakfast Club by providing free breakfast and a range of free pre-school activities and we actively encourage attendance. Pupils can benefit from a good breakfast and the opportunity to have a positive, and often active, start to the school day and be ready to learn.</p>	<p>3 4</p>
<p>Food initiatives are in place to support all children and families who need this help.</p>	<p>In recognition that many of our families are facing extremely difficult circumstances as a result of the cost of living crisis, we have taken several steps to try to support families to ensure that no children are hungry. This has included providing free bagels for all children (regardless of FSM status) at the start of the school day and free tuck for all KS2 children who are eligible for Pupil Premium. We have also created a Help Your Shelf in the entrance foyer with shelves of food and toiletries etc which are free for anyone, as well as a free uniform rail. The shelves are stocked by staff and some parents have also donated.</p>	<p>5</p>
<p>High-quality pastoral support is provided; pupils' emotional wellbeing is supported by providing social and emotional support for those children who need it.</p>	<p>Pastoral support enables us to provide additional support to our most vulnerable children and we use part of our Pupil Premium to fund three members of staff to provide this each afternoon.</p> <p>Children are referred for support by any member of staff and then receive care specific to their needs, working with the different practitioners in our team on a regular timetabled basis or are seen less frequently as and when required. We have groups run by the Women's Refuge team to raise self-confidence and some of our pastoral team lead group sessions to support with specific areas of emotional need. During the year, the pastoral team was extended to enable them to respond to, and support, children at their most vulnerable times.</p> <p>Dedicated Thrive practitioners work with some of our most vulnerable children. This support ensures that these children develop strategies to understand and manage their feelings which helps them to better negotiate the school day, access school life and make sense of what is going on in their world. They are able to discuss worries and try to find solutions to these. The children know that they have a safe and secure space and that they can seek out this member of staff if they need to and staff regularly liaise with our Thrive practitioner and Pastoral Lead about any concerns (with any pupils) that they have. This support allows individual issues and concerns to be addressed as well as building self-confidence and readiness to learn. Some children's support may be short-term, in response to specific issues of concerns, whilst other support may be longer term or ongoing. Assessments, whether formal or informal, show the impact of this support and many children no longer need this after a programme or number of sessions. Over 50 children have received pastoral support this year, including 26 Pupil Premium children, many of whom have longer-term support. Training for the pastoral team has included PRICE training, Cove Macmillan training and bereavement training.</p> <p>Support from the Educational Psychologist and a Behaviour Support worker enables parents and staff to work together even more effectively to support individual children's specific learning and emotional needs. This additional advice and support for teachers and support staff enables children to better access the curriculum as pinpointing their specific needs enables these to be addressed so that the child can be readied for learning. Staff, pupils, and parents report that the support from the Behaviour Support Worker has been considerable and had an extremely positive impact. This impact is confidential and not appropriate to detail here.</p>	<p>3</p>

<p>The school makes the best use of the Pupil Premium, ensuring that the children receive the highest quality provision possible from the funding.</p> <p>Allocate funding to ensure the effectiveness of the leadership of Pupil Premium (both Pupil Premium Lead and Pupil Premium governors) and to ensure that our information is up-to-date and informs best practice.</p> <p>The Pupil Premium Lead, along with the Headteacher, ensures that an ethos of achievement and expectation is created across the school.</p>	<p>School leaders keep up to date with research and good practice and are well-informed when making decisions about Pupil Premium provision and spending. The Pupil Premium governors also attend training, where available, and are able to bring new ideas and challenge from this; the termly meetings with the Pupil Premium Lead and governors are very productive.</p> <p>In the Spring term, the PP governors met with children across the school who are eligible for the Pupil Premium to check that their experience matches the school's objectives. The children in all age groups were keen to chat and to share things about school. All were articulate and able to talk about their learning with enthusiasm and knowledge. It was clear that the children enjoyed a range of activities at school and that they were fully supported.</p> <p>The Pupil Premium Lead monitors the provision for children eligible for the Pupil Premium, including academic outcomes, attitudes to learning, attendance, intervention and opportunities, including clubs, which the children receive. These are followed up as identified – for example, girls who were eligible for the Pupil Premium in Year 4 were identified as not taking part in any extra-curricular clubs and so we talked to them about what they would like to do, putting on an Art club and a song writing club, both of which they all attended.</p>	<p>1 2 3 4 5</p>
<p>The curriculum is designed to give all pupils, especially the disadvantaged, the knowledge and cultural capital they need to succeed in life. Pupils have access to a wide, rich set of experiences and opportunities to pupils to develop their talents and interests.</p>	<p>One of our priorities is to ensure that our curriculum exposes all children to a range of experiences, opportunities and knowledge to develop their cultural capital.</p> <p>We were delighted to have been awarded the Artsmark Silver Award which recognises the quality learning opportunities and provision at Alverton in music and the arts, including the range of workshops, performances and visits that the children have taken part in. We always ensure that children eligible for Pupil Premium take part in these.</p> <p>2/3 of our KS2 PP pupils took part in the school musical production as part of the Year 5/6 cast or the Year 3/4 choir. Art Clubs in KS2 also enabled 70 children to take part in this extra-curricular opportunity led by art specialists.</p> <p>Our approach to teaching reading uses a wide range of texts and genres, which enhances and extends the children's cultural capital. In addition, we have a "Little Library of Everything" which contains thoughtfully selected, appropriate and engaging texts which cover a range of protected characteristics. All classes have enhanced their class libraries with funding from the PP budget.</p> <p>Where there is any financial cost to parents, we ensure that this is no barrier to our Pupil Premium children.</p> <p>Pupils' independence, self-confidence and resilience has increased through taking part in activities which have broadened their experiences.</p>	<p>1 3 5</p>
<p>Potential financial and aspirational barriers are removed enabling children to take part in the opportunities available.</p>	<p>Children are not prevented by financial barriers from accessing all the opportunities available to them and have taken part in a wide range of enrichment activities including a visit to London and outdoor pursuits, thereby broadening their experiences. The Year 6 trip to London was further subsidised by £50 per child in order to make it accessible to all.</p> <p>All but one of the parents of our Pupil Premium children used their £100 of funding to help pay for uniform, trips etc.</p> <p>15/15 children went to Year 5 camp (for which half the cost was met from the PP budget for our PP children)</p> <p>11/12 children went to Year 6 camp (2/3 of cost met for PP children)</p> <p>All children eligible for Pupil Premium had the opportunity to have a school iPad at home in order to provide equity of opportunity for learning at home.</p> <p>There are other ways in which we have supported pupils financially this year but these are confidential and so not detailed here.</p>	<p>3 5</p>

Additional information used to inform the Impact statement above:

Pupil Premium Progress and Achievement Data 2023 – 2024

Pupil Premium Planning and Evaluation Outlines for Reading, 1:1 Teacher-led Intervention (Year 6), Targeted Year 6 English Group, Social and Emotional Support; Behavioural Support; NTP and SLT

Individual Case Studies

Externally Provided Programmes

Programme	Provider
Reflex Maths	Explore Learning
Little Wandle	Little Wandle
Accelerated Reader	Renaissance
Spelling Shed	EdShed
Literacy Shed	EdShed
Nessy	Nessy Learning
My Maths	Oxford University Press

Service Pupil Premium Funding (optional)

We have very few pupils who are eligible for Service Pupil Premium funding and to include this information here would mean that it might not be possible to preserve their anonymity. This information is held in a confidential document.

Further Information

This document forms part of our Pupil Premium Three-Year Strategy.