

# **Alverton Primary School Pupil Premium Strategy Statement 2022 – 2025**

**Please note – this is our overarching, three-year strategy for Pupil Premium. It should be read in conjunction with our annual Pupil Premium strategy documents as these contain more information about our strategies as well as detailing their impact.**

## **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.

### **Achieving our 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. Reading is a priority across the school, especially amongst Pupil Premium pupils. 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.

### Key Principles

- 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.**

### School Overview

Metric	Data
School name	Alverton Primary School
Pupils in school	317
Proportion of Disadvantaged Pupils	21
Pupil Premium allocation this academic year (2022 – 2023)	£90500 + £9135 Recovery Premium = £99635
Academic year or years covered by this statement	2022 – 2025
Publish date / this review	December 2022
Review date	July 2023
Statement authorised by	Martin Higgs (Headteacher)
Pupil Premium Lead	Claire O'Rourke / Cathryn Wicks
Governor Lead	Terry Binns / Louise Allan

### School Context and Demographic

Alverton Primary School is located in Penzance, in the far west of Cornwall. 2022 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 66% of our pupils live in the most deprived 0 – 30% LSOAs (68% nationally) compared to 27% of pupils from across Cornwall. IDACI data shows that 22% of our pupils live in the 0 - 10% most deprived LSOAs in England whilst 48% of our pupils live in the most deprived 0 – 30% of LSOAs (national 48%) which is twice the Cornish average.

The School Inspection Data Summary Report (IDSR) in November 2021 identifies our school location deprivation indicator in quintile 5 (most deprived) of all schools and our pupil base in quintile 5 (most deprived) of all schools in terms of deprivation.

## Disadvantaged pupil progress scores for last academic year

Measure	<i>Pupils eligible for PP (Alverton 2022 – 8 pupils)</i>	<i>Pupils eligible for PP (national average 2022)</i>	<i>Pupils not eligible for PP (national average 2022)</i>
Reading	-3.97	-0.9	0
Writing	+1.65	-0.5	+0.6
Maths	+1.49	-1.5	-0.3

## Disadvantaged pupil performance overview for last academic year (2022 results).

Measure	<i>Pupils eligible for PP (Alverton 2022 – 8 pupils)</i>	<i>Pupils eligible for PP (national average 2022)</i>	<i>Pupils not eligible for PP (national average 2022)</i>
Meeting expected standard at Key Stage 2	Combined: 50% Reading: 50% Writing: 50% Maths: 63% SPaG: 50%	Combined: 43% Reading: 62% Writing: 55% Maths: 56% SPaG: 59%	Combined: 65% Reading: 80% Writing: 75% Maths: 78% SPaG: 78%
Achieving High Standard at Key Stage 2	Combined: 0% Reading: 13% Writing: 13% Maths: 13% SPaG: 13%	Combined: 3%	Combined: 9%

## Strategy aims for disadvantaged pupils

Barrier	Aim	Target	Target Date
The current levels of attainment for some of 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,	Pupils develop detailed knowledge and skills across the curriculum and achieve well; 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.	July annually  July 2025
Some disadvantaged children enter Reception less well prepared for school in the areas of Communication and Language compared with their peers.	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.	July annually  July 2025
Children need to be ready to learn and their social and emotional needs need to be	The school is able to address and meet children's social and	Children's social and emotional needs are met	July annually

met. Observations and discussions with staff indicate that some of our children need extra support in order to be ready to learn.	emotional needs including in the EYFS.	through an effective range of support mechanisms.	July 2025
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.	Increased attendance rates for pupils eligible for Pupil Premium.	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.	July annually July 2025
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).	Children eligible for Pupil Premium are able to access extra-curricular activities for which there may be a financial or aspirational barrier.	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.	July annually July 2025
<b>Projected spending (22 – 23)</b>		<b>£99827</b>	

### Teaching priorities for current academic year

Aim	Target	Target Date
<b>Reading</b>	The % of Pupil Premium children who achieve the Expected Standard is at least in line with Pupil Premium children nationally. Improve progress scores for Reading across Key Stage 2.	July annually
<b>Writing</b>	The % of Pupil Premium children who achieve the Expected Standard in Writing is at least in line with Pupil Premium children nationally. Achieve national average progress scores for Writing across Key Stage 2.	July annually
<b>Maths</b>	The % of Pupil Premium children who achieve the Expected Standard in Maths is at least in line with Pupil Premium children nationally. Achieve national average progress scores for Maths across Key Stage 2.	July annually
<b>Phonics</b>	The % of Pupil Premium children who achieve the Expected Standard for Phonics is at least in line with Pupil Premium children nationally.	July annually

Priority	Activity
<b>Maintain a focus on high quality teaching and learning.</b>	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 including personalised CPD and a focus on Teaching Assistants.
<b>There is a rigorous approach to the reading curriculum in all year groups to enable pupils to achieve at least in line with national %.</b>	Relaunch the Reading Revolution. Introduce the Accelerated Reader programme across Key Stage 2. Teachers sustain the focus on helping all pupils widen their vocabulary. There is a rigorous approach to the reading curriculum to help younger children gain phonic knowledge and achieve at least in line with national % in the Year 1 Phonics screening. Continue to monitor delivery and impact of Phonics intervention. Ensure opportunities are provided for regular individual reading, especially amongst those children who do not read regularly at home (parent helpers and TAs). Further engage parental support and better enable parents to support their child with their learning at home.
<b>A whole-school focus on writing ensures standards are raised, particularly for boys and in the EYFS and Key Stage 1.</b>	Provide opportunities for pupils to apply developing writing skills, increasingly independently, in the EYFS. Continue to develop and enhance pupils' vocabulary choices. Continue to use Whole Class Marking to effectively identify key teaching points to improve and consolidate pupils' SPaG. Incorporate shorter writing units planned around carefully chosen, engaging texts. Continue to use high-quality modelled writing.
<b>Barriers to learning these priorities address</b>	The current levels of attainment for some of 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 is currently particularly apparent in reading, Some disadvantaged children enter the EYFS with low communication and literacy skills or speech and language needs.
<b>Projected spending (22 – 23)</b>	<b>£4582</b>

### Targeted academic support for current academic year

Priority	Activity
<b>Pupils develop detailed knowledge and skills across the curriculum and achieve well.</b>	Teacher-led Intervention in Year 6 and Year 2. Year 6 small teaching groups. TA 1:1 and small group Interventions across the school. Phonics intervention for Year 1 and some Year 2 and Year 3/4 pupils. SLT / NTP supports targeted pupils.
<b>Pupils in the EYFS, regardless of background, circumstances or need, achieve well.</b>	Personalised interventions. Speech and Language support. Social and Emotional Support. Support with transition.
<b>Barriers to learning these priorities address</b>	The current levels of attainment for some of 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 is currently particularly apparent in reading, Some disadvantaged children enter the EYFS with low communication and literacy skills or speech and language needs.
<b>Projected spending (22 – 23)</b>	<b>£44846</b>

### Wider strategies for current academic year

Priority	Activity
<b>Pupils have good attendance and come to school on time ready to learn.</b>	Appropriate, swift and effective action for example through rigorous monitoring and meetings with parents. Breakfast Club. Food initiatives.
<b>Pupils' emotional wellbeing is supported by providing social and emotional support where needed.</b>	High-quality pastoral support is provided; this includes social and emotional support (eg Thrive, Outdoor Learning). Educational Psychologist Behaviour Support
<b>Pupils are given the knowledge and cultural capital they need to succeed in life and have access to a wide, rich set of experiences and opportunities.</b>	Arts activities and opportunities (art, music, drama, dance). Artsmark accreditation. Wider range of reading materials. £100 per Pupil Premium child to access extra-curricular activities (eg music lessons, after school clubs or trips) and to pay for uniform. Half the cost of camp is funded. iPads provided to Pupil Premium children to use at home. Contingency funding to respond to individual need. Funding allocated to ensure the leadership of Pupil Premium is highly effective.
<b>Barriers to learning these priorities address</b>	Attendance rates for some pupils eligible for Pupil Premium contributes to their low attainment. Children need to be ready to learn and their social and emotional needs, including self-image and self-awareness, need to be met. 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).
<b>Projected spending (22 – 23)</b>	<b>£50399</b>

### Monitoring and Implementation

Area	Challenge	Mitigating Action
<b>Teaching</b>	We still face the barriers of reading at home and for enjoyment which impacts on children's reading abilities (not just their fluency). Children's performance in reading lessons is not matched by their ability to answer questions in the KS2 reading test.	Relaunch the "Reading Revolution".  Introduction of the Accelerated Reading Programme across Key Stage 2.
<b>Targeted academic support</b>	Ensuring sufficient time is dedicated to interventions and that staff delivering these have time to prepare, especially when these are delivered by Teaching Assistants.  Meeting national standards at the end of Year 2 and Year 6 remains a challenge for some children.	Timetable of interventions, including dedicated preparation and assessment time.  Consider carefully how intervention funding is allocated, considering this in conjunction with Recovery funding.



	We still need to address some learning gaps that exist following Covid 19.	SLT tutors and / or NTP will focus on key year groups.
<b>Wider strategies</b>	Additional need for social and emotional interventions to support the most vulnerable children.	Employ an additional member of staff for pastoral support each afternoon.

### Review: last year's aims and outcomes

<b>Aim</b>	<b>Outcome</b>
<b>Progress in Reading</b>	See 2019 – 2022 document
<b>Progress in Writing</b>	See 2019 – 2022 document
<b>Progress in Maths</b>	See 2019 – 2022 document
<b>Phonics</b>	See 2019 – 2022 document