

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 | 311 |
| Proportion of Disadvantaged Pupils | 21.9 |
| Pupil Premium allocation this academic year (2023 – 2024) | £95155 + £9135 Recovery Premium = £104290 |
| Academic year or years covered by this statement | 2022 – 2025 |
| Publish date / this review | November 2024 |
| Review date | July 2025 |
| Statement authorised by | Nichola Smith (Headteacher) |
| Pupil Premium Lead | Laura Simpson / Cathryn Wicks |
| Governor Lead | Terry Binns / Maili Buckingham |

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 November 2024 identifies both our school's pupil base deprivation and school location deprivation as well above average.

Disadvantaged pupil progress scores for last academic year

These are the progress scores for 2023 as there was no progress data in 2024 as there were no Key Stage 1 assessments in 2020 as these were cancelled due to the Covid-19 pandemic.

| Measure | <i>Pupils eligible for PP (Alverton 2023 – 8 pupils) Taken from Corestats Data</i> | <i>Pupils eligible for PP (national average 2023) Taken from Corestats Data</i> | <i>Pupils not eligible for PP (national average 2023) Taken from Corestats Data</i> |
|---------|--|---|---|
| Reading | +5.03 | -0.89 | +0.42 |
| Writing | +4.02 | -0.72 | +0.33 |
| Maths | +5.72 | -1.05 | +0.49 |

Disadvantaged pupil performance overview for last academic year (2024 results).

| Measure | <i>Pupils eligible for PP (Alverton 2024 – 11 pupils)</i> | <i>Pupils eligible for PP (national average 2024)</i> | <i>Pupils not eligible for PP (national average 2024)</i> |
|--|--|---|---|
| Meeting expected standard at Key Stage 2 | Combined: 36% Reading: 45% Writing: 45% Maths: 55% SPaG: 55% | Combined: 45% Reading: 62% Writing: 58% Maths: 59% | Combined: 67% Reading: 79% Writing: 78% Maths: 79% |
| Achieving High Standard at Key Stage 2 | Combined: 0% Reading: 27% Writing: 0% Maths: 9% SPaG: 9% | Combined: 3% | Combined: 10% |

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 met. Observations and discussions with staff indicate that some of our children need extra support in order to be ready to learn. | The school is able to address and meet children's social and emotional needs including in the EYFS. | Children's social and emotional needs are met through an effective range of support mechanisms. | July annually 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 |
| Projected spending (24 – 25) | | | £95664 |

Teaching priorities for current academic year 2024 – 2025

| Aim | Target | Target Date |
|----------------|---|--------------------|
| Reading | The % of Pupil Premium children who achieve the Expected Standard is at least in line with Pupil Premium children nationally. | July annually |
| Writing | The % of Pupil Premium children who achieve the Expected Standard in Writing is at least in line with Pupil Premium children nationally. | July annually |
| Maths | The % of Pupil Premium children who achieve the Expected Standard in Maths is at least in line with Pupil Premium children nationally. | July annually |
| Phonics | 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 |
|---|---|
| <p>Maintain a focus on high quality teaching and learning.</p> <p>TPAT Teaching and Learning Project</p> <p>Advantage Project</p> <p>Support for ECTs</p> | <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 including personalised CPD.</p> <p>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>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.</p> |
| <p>Oracy will be an embedded part of our general teaching pedagogy as well as taught through a specific curriculum.</p> <p>The % of pupils who achieved the required standard in <u>Phonics</u> is at least in line with national %</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.</p> <p>Our <u>writing</u> 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>Introduce the Voice 21 teacher / school benchmarks across the year.</p> <p>Evaluate whole school English curriculum with reference to link modalities e.g. oracy and writing.</p> <p>Oracy framework and curriculum to be used to support explicit oracy teaching in all key stages.</p> <p>English Lead to oversee assessment and tracking across all cohort.</p> <p>Monitor cohort / individual tracking to ensure intervention is having intended impact on progress.</p> <p>Ensure intervention staff have up to date and relevant training.</p> <p>Phonics training to be provided to KS2 staff (teachers and TAs).</p> <p>Maintain focus on using assessment / data.</p> <p>Continue to ensure that reading intervention is personalised and targeted to individual need.</p> <p>Continue with the strategies currently in place to develop pupils' vocabulary and keep this high profile across the school.</p> <p>Ensure that Whole Class Reading texts have a strong vocabulary focus and that there are regular, meaningful opportunities to revisit and apply vocabulary.</p> <p>Provide training to ensure all staff, including in KS2, have good understanding of how to use phonics to support early readers.</p> <p>Continue with our strategies to support our early readers across the school.</p> <p>Continue high expectations for parental engagement with reading,</p> <p>Continue to maintain a high profile for reading for pleasure across the school.</p> <p>Identify, assess and secure foundational skills at key points.</p> <p>Ensure the key components of English are linked together.</p> <p>Handwriting policy will support securing of transcription skills and progression will be evident.</p> <p>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>Barriers to learning these priorities address</p> | <p>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.</p> |
| <p>Projected spending (24 – 25)</p> | <p>£6324</p> |

Targeted academic support for current academic year

| Priority | Activity |
|---|--|
| Pupils develop detailed knowledge and skills across the curriculum and achieve well. | Teacher-led Intervention in Year 6 and Year 2. Year 6 small teaching groups for English and Maths. TA 1:1 and small group Interventions across the school. Phonics intervention for Year 1 and some Year 2 and Year 3/4 pupils. |
| Pupils in the EYFS, regardless of background, circumstances or need, achieve well. | Personalised interventions. Speech and Language support. Support with transition. |
| Barriers to learning these priorities address | The current levels of attainment for some of children identified as disadvantaged may prevent them from achieving nationally expected standards and achieving their full potential. |
| Projected spending (24 – 25) | £47149 |

Wider strategies for current academic year

| Priority | Activity |
|---|---|
| Pupils have good attendance and come to school on time ready to learn. | Appropriate, swift and effective action for example through rigorous monitoring and appropriate actions. Provide support to parents and children through Pupil Support Plan (PSP) meetings. Breakfast Club. Food initiatives. |
| Pupils' emotional wellbeing is supported by providing social and emotional support where needed. | High-quality pastoral / social and emotional support is provided through the Pastoral Team. Behaviour Support Other additional external support |
| 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. | Arts activities and opportunities (art, music, drama, dance). Work towards Gold 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 for Y5 pupils; two thirds is funded for Y6 pupils. 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. |
| Barriers to learning these priorities address | 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 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). |
| Projected spending (24 – 25) | £42191 |

Monitoring and Implementation

| Area | Challenge | Mitigating Action |
|----------------------------------|--|--|
| Teaching | <p>We still face the barriers of reading at home and for enjoyment which impacts on children's reading abilities (not just their fluency).</p> <p>Children's performance in reading lessons is not always matched by their ability to answer questions in the KS2 reading test.</p> | <p>Continue to maintain a high profile for reading for pleasure across a range of genres in all areas of the school.</p> <p>Continue to embed the Accelerated Reading Programme across Key Stage 2.</p> <p>Continue with reading focus as part of Year 6 intervention.</p> |
| Targeted academic support | <p>Ensuring sufficient time is dedicated to interventions and that staff delivering these have time to prepare, especially when these are delivered by Teaching Assistants.</p> <p>Meeting national standards at the end of Year 2 and Year 6 remains a challenge for some children.</p> | <p>Timetable and prioritisation of interventions, including dedicated preparation and assessment time.</p> <p>Consider intervention carefully.</p> |
| Wider strategies | <p>Additional need for social and emotional interventions to support the most vulnerable children.</p> | <p>Extend our pastoral support where appropriate through additional training.</p> |

Review: last year's aims and outcomes

| Aim | Outcome |
|----------------------------|---|
| Progress in Reading | <p>At the end of KS2, 45% of pupils eligible for Pupil Premium (4/11) reached EXS in Reading (national 74%; national PP 62%; national non-PP 79%). 83% (5/6) of PP children who do not also have SEND achieved EXS in Reading.</p> <p>There is no KS2 progress data in 2024 as there were no Key Stage 1 assessments in 2020 as these were cancelled due to the Covid-19 pandemic.</p> <p>In KS1, 80% of pupils eligible for Pupil Premium (8/10) reached EXS in Reading.</p> |
| Progress in Writing | <p>At the end of KS2, 45% of pupils eligible for Pupil Premium (4/11) reached EXS in Writing (national 72%; national PP 58%; national non-PP 78%). 83% (5/6) of PP children who do not also have SEND achieved EXS in Writing.</p> <p>There is no KS2 progress data in 2024 as there were no Key Stage 1 assessments in 2020 as these were cancelled due to the Covid-19 pandemic.</p> <p>In KS1, 50% of pupils eligible for Pupil Premium (5/10) reached EXS in Writing.</p> |
| Progress in Maths | <p>At the end of KS2, 55% of pupils eligible for Pupil Premium (5/11) reached EXS in Maths (national 73%; national PP 59%; national non-PP 79%). 83% (5/6) of PP children who do not also have SEND achieved EXS in Maths.</p> <p>There is no KS2 progress data in 2024 as there were no Key Stage 1 assessments in 2020 as these were cancelled due to the Covid-19 pandemic.</p> <p>In KS1, 90% of pupils eligible for Pupil Premium (9/10) reached EXS in Maths.</p> |
| Phonics | <p>67% of children eligible for Pupil Premium (4/6) achieved the required standard in the Phonics Screening Check (national 80%; national PP 68%).</p> |