

# Alverton Primary School Pupil Premium Strategy Statement 2023 – 2024

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
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	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Simon Brown (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	£95155
Recovery Premium funding allocation this academic year	£9135
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£104290

## School Context and Demographic

Alverton Primary School is located in Penzance, in the far west of Cornwall. 2023 data, based on the 2019 Index of Multiple Deprivation (IMD), shows that 23% of our pupils live in the 0 – 10% most deprived LSOAs in England whilst 67% of our pupils live in the most deprived 0 – 30% LSOAs (69% nationally) compared to 27% of pupils from across Cornwall. IDACI data shows that 23% of our pupils live in the 0 - 10% most deprived LSOAs in England whilst 50% of our pupils live in the most deprived 0 – 30% of LSOAs (national 49%) which is twice the Cornish average.

The School Inspection Data Summary Report (IDSR) in November 2022 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.

# 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 2022 – 2023, 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 (2023 – 2024)

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: **£3700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><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.</b></p> <p><b>Personalised CPD</b> Opportunities for all teachers to undertake individual, focused learning walks, observations or paired work as CPD within the school or at other settings to observe and share effective practice and provide support for others. Opportunities for teachers to attend training.</p> <p><b>Advantage Project</b> 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><b>Teaching and Learning</b> Develop teaching strategies further to look at consistent pedagogy that focuses on metacognition.</p> <p><b>Support for ECTs</b> 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><b>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.</b></p> <p><b>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 %.</b></p> <p><b>Reading</b> Ensure continued consistency in Whole Class Reading approach across the school: ensure WCR takes place regularly as agreed, establish consistency of lesson structure (reduce cognitive load); focus on a key skill each week / session; focus daily on vocabulary. Continue to embed the Accelerated Reader programme across KS2: pupils read books matched to their reading ability; AR sessions take place regularly as agreed; pupils' stamina for reading increases; pupils have access to a wider range of texts; pupils' comprehension improves and pupils' reading abilities translate into an ability to answer test questions accurately and effectively. Continue high expectations for parental engagement with reading with timely intervention made where expected standards are not being met. Continue to maintain a high profile for reading for pleasure across a range of genres in all areas of the school. Continue with our strategies to support our lowest 20% of readers across the school.</p>	<p><b>Reading</b> 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><b>Vocabulary</b> In a case study, Dixons Kings Academy described their "particular focus on developing pupils' vocabulary, as vocabulary knowledge is a predictor of 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 with this vocabulary as a focus.</p> <p><b>Phonics</b> 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>	1

<p><b>Vocabulary</b> Continue with the strategies currently in place to develop pupils' vocabulary and to keep this high profile across the school.</p> <p><b>Phonics</b> Cohort tracking (EYFS/KS1) in place Continue to monitor delivery and impact of intervention</p>		
<p><b>A whole-school focus on writing ensures standards are raised, particularly for boys and in the EYFS and Key Stage 1.</b></p> <p>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. In KS1, WCR / writing linked approach including planning purposeful opportunities to apply taught SPaG. KS1 and KS2 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. Continue to use high-quality modelled writing.</p>	<p>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>	1
<p><b>Further engage parental support and better enable parents to support their child with their learning at home.</b></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 (as allowed).</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>Continue to develop the Parent Liaison role to provide support for parents on any aspect affecting their child's learning.</p>	<p>See also reading above.</p> <p>We will 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.</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 UKS2 SPaG, Phonics, modern calculation strategies) about which parents have asked for support.</p> <p>It is clear that 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>Our Parent Liaison role has proven to have a positive impact with some "hard-to-reach" parents. Primarily introduced to meet with parents where attendance was a concern, this has been extended and she is now available to meet with parents on any aspect or concerns affecting their child's learning. Parents are able to, and do, request meetings with her.</p>	1 2 3 5

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

Budgeted cost: £49561

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Enable children to make accelerated progress and attain national standards.</b></p> <p><b>Teacher-led Intervention:</b> Provide 1:1 or small group teacher-led intervention support for identified pupils for Reading, Maths and SPaG in Year 6 and Writing and Maths in Year 2.</p> <p><b>School-Led Tutoring</b> To support learning primarily in Y2 and Y6 and also in Year 3.</p> <p><b>Year 6 Small Teaching Groups:</b> Additional teacher time to enable small group work in English in Year 6 for identified pupils.</p> <p>Additional Teacher time to enable small group work in Maths in Year 6 for identified pupils from February to May.</p>	<p><b>Teacher-led Intervention:</b> 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 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 the majority of 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>In Year 2 and Year 6, we will be using the NTP funding through the school-led tutoring model for this intervention. PP funding will be used to meet the remaining 50% of this cost. Last year, this the tutoring provided through the NTP and SLT models was extremely successful (see below for impact).</p> <p><b>Year 6 Small Teaching Groups:</b> 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 an experienced Year 6 teacher who is also an intervention specialist and 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><b>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.</b></p> <p><b>TA 1:1 and Small Group Interventions:</b> These interventions are delivered as soon as possible after the point of identification to provide rapid support.</p> <p><b>Phonics:</b> Specialist TA-led individualised intervention enables children to close gaps in their phonics knowledge as soon as they appear.</p>	<p><b>TA 1:1 and Small Group Interventions:</b> 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 – through observation and assessment when teaching, and through marking as soon as possible after the lesson, class teachers identify those children who need additional support to meet the day's learning and can pinpoint exactly what these "gaps" may be. Additional 1:1 support is then provided by TAs as soon as possible to revisit the learning. 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 3 additional months' progress when structured support is provided.</p> <p><b>Phonics:</b> 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</p>	<p>1</p>

	expected standard by the end of Year 2 have received personalised support tailored to their individual needs.	
<p><b>All pupils, including those with SEND, are supported to achieve the best possible outcomes.</b></p> <p><b>Assistant SENDCo role</b> Introduce an Assistant SENDCo role which will work more with children and staff in the classrooms to empower the children as learners.</p> <p><b>Speech and Language:</b> A specialist HLTA and TA provides 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><b>Assistant SENDCo Role</b> 32% of our pupils with SEND are eligible for Pupil Premium.</p> <p><b>Speech and Language:</b> 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>	1 2
<p><b>Ensure that the EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs.</b></p> <p><b>Accelerate progress for Pupil Premium children in the EYFS, in relation to their individual needs.</b></p> <p><b>Personalised Intervention:</b> Pupil Premium children are "head-lined" on entry and interventions immediately put into place to address specific areas for development.</p> <p><b>Speech and Language:</b> As above. This support is particularly targeted towards children in the EYFS and into Key Stage 1.</p> <p><b>PSED Support:</b> There are a range of social and emotional programmes in the EYFS including individualised support.</p>	<p><b>Personalised Intervention:</b> 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, particularly in Literacy and the area of Communication and Language. If children are not able to communicate effectively, this forms a barrier to their learning in many different areas of development.</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><b>PSED Support:</b> See below.</p>	1 2



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

Budgeted cost: **£51042**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Pupils have high attendance and come to school on time. When this is not the case, the school takes appropriate, swift and effective action.</b></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, Attendance Officer and Parent Liaison Officer to 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>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.</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>3 4</p>
<p><b>Food initiatives are in place to support all children and families who need this help.</b></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.</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>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). Providing free bagels for all children as well as free tuck for KS2 PP pupils will help their concentration and learning.</p>	<p>5</p>
<p><b>High-quality pastoral support is provided; pupils’ emotional wellbeing is supported by providing social and emotional support for those children who need it.</b></p> <p><b>Social and Emotional Support:</b> The Pastoral Team is being extended to support children at their most vulnerable times. The structure of the team enables staff to have the flexibility to be available for the children in addition to timetabled sessions. Pastoral support is also provided through 1:1 and small group support and in the classroom. Additional training is being provided for staff.</p> <p><b>External Support from External Professionals:</b> Educational Psychologist time is bought in so that targeted support and advice can be given to staff and families of Pupil Premium children. Children’s specific learning and emotional needs are identified and addressed to help the child be readied for learning.</p>	<p><b>Pastoral Team:</b> 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><b>External Professionals:</b> For some children and their families, the support provided by the Educational Psychologist or by specialist behaviour support workers is invaluable.</p> <p>This support has enabled parents and staff to work together even more effectively to support individual children’s specific learning and emotional needs, allowing children to better access the curriculum and be ready to learn.</p>	<p>3</p>

<p>We buy into specialist behaviour support for those children in need of this.</p> <p>We also work with the local Women's Refuge and counsellors (eg CLEAR).</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 school environment and to make progress in their learning. Educational Psychologist and Behaviour Support can help with this.</p>	
<p><b>The school makes the best use of the Pupil Premium, ensuring that the children receive the highest quality provision possible from the funding.</b></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 2 3 4 5</p>
<p><b>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.</b></p> <p>Continue to provide a range of arts-based activities, including accreditation for Artsmark, 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>Ensure that there are no financial barriers to pupils' aspirations.</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>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. Our Artsmark Statement of Intent is complete and we are working through our action plan, meaning means that we are increasing the opportunities 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 5</p>
<p><b>Potential financial and aspirational barriers are removed enabling children to take part in the opportunities available.</b></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>All 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 well-being 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 5</p>

**Total budgeted cost: £104303**

**The final impact of our 2023 – 2024 objectives will be detailed in our 2024 – 2025 Strategy Document.**

## Part B: Review of Outcomes in the Previous Academic Year (22–23)

### Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

#### Teaching (£4582)

Intended Outcome	Impact	Challenge number(s) addressed
<p><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.</b></p>	<p>Our Paired CPD projects during the Spring term focused on writing. These have been enormously beneficial in giving staff the opportunity to work together to develop this integral aspect of the curriculum.</p> <p>We have provided in-house training on reading and phonics for all staff. Training for EYFS staff has focused on SEND this year, with the EYFS Lead leading workshops on SEND and arranging external trainers who delivered training on sensory needs and ILP targets.</p> <p>Learning walks and flash visits, primarily led by the Headteacher or Deputy Head, but also by subject leaders or Phase Leads, 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>	1
<p><b>Standards in reading are raised.</b></p> <p><b>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.</b></p> <p><b>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 %.</b></p> <p><b>Reading</b> Ensure consistency in Whole Class Reading approach across the school: ensure WCR takes place regularly as agreed, establish consistency of lesson structure (reduce cognitive load); focus on a key skill each week / session; focus daily on vocabulary. Introduce the Accelerated Reader programme across KS2: pupils read books matched to their reading ability; AR sessions take place regularly as agreed; pupils' stamina for reading increases; pupils have access to a wider range of texts; pupils' comprehension improves and pupils' reading abilities translate into an ability to answer test questions accurately and effectively. Relaunch Reading Revolution with specific focus on parental input. Continue high expectations for parental engagement with reading with timely intervention made where expected standards are not being met. Continue to maintain a high profile for reading for pleasure</p>	<p>Reading is a consistently 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 carefully thought about the "Seven Aspects of Reading" and ensured our provision and practice in all elements is strong. 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, primarily by TAs, but also by our intervention teacher in Y6.</p> <p>All classes have £100 each at the beginning of each school year to extend their class libraries to try to further engage pupils and we also continued to promote reading for pleasure, culminating in a hugely successful World Book Day celebration.</p> <p>85% of pupils were teacher assessed as achieving EXS in Reading at the end of KS2 (including 88% of PP children) which is well above the national average of 73% In KS1, 74% of pupils were assessed as achieving EXS at the end of KS1 (including 67% of PP children). At the end of Reception, 62% of PP children reached their ELG in Reading and we will continue to focus on early reading next year.</p> <p>We have introduced a new Phonics scheme (Little Wandle for Letters and Sounds Revised) which has been very 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. 94% of Year 1 pupils met the required standard, including 100% of PP pupils, which is considerably above the national average of 77%. For some children, this represents remarkable progress from &lt;5 / 40 in September to &gt;32 in June.</p> <p>A two-year rolling programme has been developed for each phase in KS2 which includes a mix of non-fiction and fiction good quality texts. WCR texts are chosen for key subject matter that will complement the curriculum or time of year. Fiction texts are taken from the school developed reading spine. All WCR sessions take the same format of two days for each text (4 mornings each week). Day 1 focusses on discussion activities on vocabulary and VIPER questions. Day 2 is a focused written answer session on vocabulary and one identified VIPER skill. WCR is a 'teaching time' with teachers modelling how to read a text/ understand and infer/ use the text to find information and answer questions/ use the text to find evidence for answers. Written answers are gone through together with misconceptions used as a teaching tool.</p> <p>Accelerated Reading has transformed the reading culture and consistency in our school. All pupils are taking an active part in their own reading journey with Star Reading assessments each half term to help them see their progress in their reading age. All books (including books used for the lowest 20% who read daily with an adult) have been banded. Gaps in our library have been identified and money has been spent to ensure that there is a wide range of texts available for all AR book bands which has led to the lowest 20% having a much broader range of material to choose from that is not seen as a 'reading book'. CPD for BC and COR led to a development of AR time with a focus on teachers actively working with pupils identified through quiz results. All KS2 pupils have an AR points target that they</p>	1

<p>across a range of genres in all areas of the school. Continue with our strategies to support our lowest 20% of readers across the school.</p> <p><b>Vocabulary</b> Continue with the strategies currently in place to develop pupils' vocabulary and to keep this high profile across the school.</p>	<p>check and record progress through active AR sessions where the teacher shares their results with them. All pupils have a book mark with space to record the books they read, quiz results and progress with their target which is having a positive impact on their use of AR time. Star reading assessment reports are providing detailed information on pupil reading skills and this will be shared with parents to help involve and inform them on their child's reading journey and ability.</p> <p>The lowest 20% of children continue to receive individual time with an adult to read daily. Precision teaching is used daily for identified pupils and a consistent programme is used across KS2 which ensures continuity and consistency when children move classes. Guided reading in small groups using multiple texts is used for those pupils who cannot access WCR - this was identified through a cross-phase professional development project working with the lowest 20% of readers.</p> <p>Read Aloud time is timetabled in every class. Pupils will be listening or doodling but it is designated time for them to listen to quality books and feedback from pupils' enjoyment reflects its value in promoting a culture of reading for pleasure.</p> <p>The relaunch of the library has provided children with access to this quiet space at lunchtime to read or play board games which has proved invaluable for many children who find these unstructured times challenging.</p>	
<p><b>A whole-school focus on writing ensures standards are raised, particularly for boys and in the EYFS and Key Stage 1.</b></p>	<p>All 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. KS1 and KS2 have used shorter writing tasks which have been effective in engaging children with their writing.</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>In the EYFS, 56% of children reached the expected standard for writing; this included 33% of PP children and 52% of boys. At the end of KS1, 67% of children reached the expected standard for writing including 67% of PP children and 53% of boys. At the end of KS2, 79% of children reached the expected standard for writing including 75% of PP children and 67% of boys. 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, Boys' writing, will continue to be a focus next year.</p>	1
<p><b>Further engage parental support and better enable parents to support their child with their learning at home.</b></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 lead two parent phonics workshops 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. Star Reader assessment reports will be sent home to inform parents on pupil's reading progress.</p> <p>Our approachable and knowledgeable Parent Liaison Officer has provided support for parents where there are any concerns or issues affecting their children. She is actively sought out for support and advice and has ensured, through a weekly article in the Friday News, that all parents know that she is available for a chat.</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 (£44687)

Intended Outcome	Impact	Challenge number(s) addressed
<p><b>Enable children to make accelerated progress and attain national standards.</b></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 and discussed in pupil progress meetings.</p> <p>Our teacher-led interventions through the National Tutoring Programme (NTP) followed the School Lead Tutoring route and allowed us to work with teachers who we, and the children, know well. 40% of the costs for this were met through Pupil Premium funding and have been very successful. These twelve-week programmes which are supporting children's writing in Year 1, Year 2 and Year 3 (and Maths in Year 2) ensure that any child in receipt of Pupil Premium who needs this intervention will receive this additional support.</p> <p>School-Led Tutoring, delivered by our own teachers, took place in the Autumn and Spring terms, particularly focusing on Reading and Maths and has proved to be particularly effective as the teachers provide intervention to the children they teach and so know exactly where any learning "gaps" may be. Again, a % of the cost of this was met through PP. 88% of PP children reached the expected standard in Reading at the end of Y6 and 100% in Y6 Maths which is an increase from the % working at age-expected standards at the end of the previous academic year (50% and 63% respectively).</p> <p>At the end of KS2, there were 8 PP pupils in the Y6 cohort, 75% of whom achieved the expected standard in Writing, 88% in Reading and SPaG and 100% in Maths. This data is above national %. Many of these PP children received a great deal of personalised intervention across the year: three worked in the smaller English group and seven were supported for 1:1 / small group reading, SPaG 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 nine reached the expected standard for Reading, five for writing and eight for SPaG.</p> <p>24 pupils received tutoring for Reading. 20 of these were targeted to reach EXS and 18 did so, the others missing this by 1 mark. The attainment of the pupils with SEND who received this tutoring (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.</p> <p>11/12 pupils who received SLT for Maths reached EXS.</p> <p>12/12 pupils who received intervention for writing reached the expected standard (moderated results). 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 KS1, there were 6 children receiving Pupil Premium in the Y2 cohort, 4 of whom reached EXS in Reading, Writing and Maths.</p> <p>In Year 1, 100% of children (11) who receive Pupil Premium in this cohort reached the required standard in the Phonics Screening Check.</p> <p>In the EYFS, 2/6 PP pupils were assessed as achieving GLD. Those who were not received personalised interventions specific to their individual needs.</p>	<p>1</p>
<p><b>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.</b></p>	<p>Across the school, the % of PP children working at age-expected standards is lower than their non-PP peers. These children received individual, personalised interventions where needed, often 1:1.. 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.</p> <p>In order to support children in making the best possible progress in Phonics, we have dedicated Phonics intervention TAs who worked with pupils identified as needing extra teaching to "plug the gaps" in both KS1 and LKS2. This was underpinned by our rigorous assessment system which allowed for short-term or long-term intervention, either individually or in small groups, depending on pupils' needs and personalised to the pupil's needs. These personalised Phonics interventions are extremely effective: in the screening in June, 11/11 Pupil Premium children met this.</p> <p>The children's confidence in themselves as readers and learners has also increased.</p>	
<p><b>Ensure that the EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs.</b></p>	<p>2/6 Pupil Premium children were assessed as achieving GLD. Personalised interventions supported children with their individual areas of need. If children are not on track to achieve 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 Pupil Premium children - even those who would not normally be identified as requiring this - to ensure that they don't fall behind.</p> <p>Children with communication needs are identified on entry to the EYFS. Regular, appropriate, and effective interventions are put into place as soon as possible. Accelerated progress is made by</p>	<p>1 2</p>

	<p>many of the children receiving these interventions, which has led to an increased % of children being assessed as reaching the ELGs in Communication and Language.</p> <p>Our specialist Speech and Language HLTA provides very effective intervention and has been "fantastic" at giving specific advice and making referrals in order that these issues are addressed and do not impact on the child's development. 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. She is currently working with 16 children, 4 of whom receive PP and a further 4 children have been signed off this year. 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.</p> <p>Our EYS Lead said: "Children across the EYFS have made excellent progress with their communication skills in no small part due to the fantastic support they have been given by the team and by Cathy Stevens in particular who has provided detailed reports, referrals and exercises for children to practice to support mechanical issues with their speech. She has had a huge impact on children's confidence and their ability to communicate better and has provided targeted, specific advice for teachers which has also helped the advancement of skills for children in this area. Having a dedicated Speech and Language specialist on site has proved a real asset for children and families".</p> <p>A programme of social and emotional support supports some children. PSED can impact on all areas and a big focus is given to developing this area and, if any Pupil Premium children require this support, it is provided. The effectiveness and regularity of this intervention has "worked wonders" through giving these children the opportunity to be supported in their play, access their learning and make better progress in PSED.</p>	
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## Wider Strategies (£50399)

Intended Outcome	Impact	Challenge number(s) addressed
<p><b>Pupils have high attendance and come to school on time. When this is not the case, the school takes appropriate, swift and effective action.</b></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 and Parent Liaison Officer to 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>Overall attendance in 23-24 was 93.5% (National 92.5%). Attendance for PP pupils stands at 92.2%, which is slightly lower than the cohort but higher than national % for PP eligible pupils (91.5%).</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 Education Welfare Officer where attendance is causing particular concern. This has proven to be very effective.</p> <p>32% of children (16) whose attendance &lt;90% receive Pupil Premium and individual reasons for this are known. There are no particular patterns with the attendance of groups of pupils though FSM / Pupil Premium children's attendance is, on average, slightly lower. 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>Breakfast Club is again very popular this year. The number of Pupil Premium children attending Breakfast Club has increased this year and approximately 90 children attend, averaging between 40 – 50 each day. Approximately 25% of those attending in total are eligible for Pupil Premium and about 30% attending each day are eligible for PP (19 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><b>High-quality pastoral support is provided; pupils' emotional wellbeing is supported by providing social and emotional support for those children who need it.</b></p>	<p>Pastoral support enables us to provide extra support to our most vulnerable children. We have used part of our Recovery Premium to fund an additional member of staff to provide this for four afternoons each week.</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.</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. Over 70 children have received pastoral support this year, including 24 Pupil Premium children, many of whom have longer-term support.</p> <p>Our Outdoor Leader has had a very positive impact on the children with whom she works in the outdoor environment. In addition to completing projects outdoors, the children are given help and support in how to manage the aspects of school that they find more challenging. This support is child-led and there are lots of opportunities to praise children as they can relax, the rules are different (they can be louder, more active and more spontaneous) which some find easier and, as different parts of children's personalities and hidden skills come out, there is chance after chance for positive praise. Our teachers have widely praised this intervention: "Children have a real sense of purpose and achievement as they have the opportunity to learn new, real-life skills and experience the fulfilment of creating and building something from scratch. The relationships built throughout this time have also enabled many socially and emotionally supportive conversations to be held which has allowed children to reflect upon attitudes and behaviour in the classroom, as well as at home, whilst in a completely different context".</p>	<p>3</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.	
<p><b>The school makes the best use of the Pupil Premium, ensuring that the children receive the highest quality provision possible from the funding.</b></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 terms meetings with the Pupil Premium Lead and governors are very productive.</p> <p>The new Pupil Premium Lead attended a three-day course that provided them with support and information on how to use research and links with colleagues on the course gave valuable time to discuss PP strategy, best research practise and how to measure impact.</p> <p>Research used through the EEF and other sites to inform decisions on new strategy around food has led to all PP children receiving free tuck at breaktime and bagels in the morning for all children, regardless of FSM status.</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. The children's responses were also very clear and positive about safeguarding. A Year 5 pupil said: This is a really nice school. The lessons can be hard, but that's good. They are interesting and challenging. If I need help, an adult will go through it with me and help me to understand it."</p> <p>We will have a new Pupil Premium Lead again in 2023-2024 and will ensure that appropriate training is undertaken.</p>	1 2 3 4 5
<p><b>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.</b></p> <p>Continue to provide a range of arts-based activities, including accreditation for Artsmark, 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>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>15 Pupil Premium children in KS2 received individual or small group instrumental lessons from our specialist Music HLTA. We also provided children with in-house PE and sporting opportunities, such as intra-school competitions.</p> <p>Our approach to teaching reading uses a wide range of texts and genres, which enhances and extends the children's cultural capital. All classes have enhanced their class libraries with an additional £100 from the PP budget. Classes have also revamped their reading areas to make these more appealing.</p> <p>Where there is any financial cost to parents, we ensure that this is no barrier to our Pupil Premium children.</p> <p>Our Artsmark Statement of Intent is complete and we are beginning to work through our action plan; this means that we are increasing the opportunities for our children in music and the arts.</p> <p>Pupils' independence, self-confidence and resilience has increased through taking part in activities which have broadened their experiences.</p>	1 3 5
<p><b>Potential financial and aspirational barriers are removed enabling children to take part in the opportunities available.</b></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>60/67 of the parents of our Pupil Premium children used their £100 of funding to help pay for uniform, trips etc. 13/13 children went to Year 3 camp 11/11 children went to Year 4 camp 11/12 children went to Year 5 camp 5/8 children went to Year 6 camp</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; this offer was taken up by 15 parents.</p> <p>This year, 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. The challenge now is to get more parents to use it.</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>	3 5



**Additional** information used to inform the Impact statement above:

Pupil Premium Progress and Achievement Data 2022 – 2023

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

<b>Programme</b>	<b>Provider</b>
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.