

# Alderbury & West Grimstead CE Primary School

## Pupil Premium Strategy Statement 2024-2027



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School Overview

Detail	Data
School name	Alderbury & West Grimstead CE Primary
Number of pupils in school	142
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was first published	September 2024
Date on which it will be reviewed	Termly for impact in line with the school assessment cycle End of Year Review July 2025
Statement authorised by	Mr W Thorpe, Headteacher
Pupil premium lead	Mrs C Wilkinson, Inclusion Leader
Governor lead	TBC

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 25160
<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	£ 25160

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At Alderbury & West Grimstead CE Primary School (AWGS), we intend to give all pupils, including those in receipt of Pupil Premium, the best possible start in life. We seek to use the premium to overcome any challenges faced by our pupils, so that every individual can be encouraged to fulfil their potential. It is our whole school responsibility to ensure that we achieve that. Each of our disadvantaged pupils has a unique set of needs and we want all children to flourish in our nurturing environment.

Although the strategy focuses on our disadvantaged pupils and their needs and challenges it is important to remember that any strategy in this statement will be effective for all pupils.

In line with the EEF Guide, we adopt a tiered approach to Pupil Premium spending:

- **Quality First Teaching** Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. Developing high-quality teaching is an effective approach that benefits all students, and one that supports additional targeted strategies. High quality teaching has the biggest impact on closing the attainment gap for disadvantaged pupils. Spending on improving teaching might, but not exclusively, include professional development, training and support for early career teachers and recruitment and retention.
- **Targeted Academic Support** Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress.
- **Wider Strategies** Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

## Challenges

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

Challenge number	Detail of challenge
1	Evidence shows that the quality of teaching has a significant impact on the progress of all pupils, but especially those in receipt of Pupil Premium. We want to ensure we have effective teachers are in front of every class and that that every teacher is supported to keep improving.
2	A significant proportion of pupils at AWGS, who are eligible for PP are also on the SEND Register (53% Compared to National Average of 28%). This has an impact on attainment in Reading, Writing and Maths and some have a high level of bespoke individual need.

3	Some pupils eligible for PP have lower starting points for maths & literacy both at EYFS or when they join us higher up the school. Some of these pupils have additional emotional and social needs. Some pupils eligible for PP have higher mobility than their peers.
4	Some pupils eligible for PP need to secure their phonic knowledge, and apply spelling and grammar patterns in writing to ensure accuracy. Increasing children's ability to use higher level vocabulary and exposure to a wide range of books can have a positive impact on attainment and progress in writing.
5	Some pupils eligible for PP need to develop a greater ability to use language effectively in answering questions in Maths. Increasing pupils understanding and extending use of mathematical vocabulary will contribute to higher attainment.
6	Some pupils eligible for PP do not have access to the same social and cultural experiences as their peers. We want to ensure these children are given the same experiences as their peers. We also want to ensure that these families feel supported by the school.

## 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
<b>EYFS / Good Level of Development</b>	At end of EYFS, pupils in receipt of the Pupil Premium to achieve in line with their peers, and at least in line with the national average.
<b>Early Reading and Phonics</b>	<b>Phonics:</b> At end of Year 1, pupils in receipt of the Pupil Premium to achieve in line with their peers, and at least in line with the national average <b>Reading:</b> At end of KS1, pupils in receipt of the Pupil Premium to achieve in line with their peers, and at least in line with the national average
<b>Improved attainment and progress in reading</b>	At KS2, narrow the gap between disadvantaged and others in school and nationally, so that attainment and progress of pupils in receipt of the Pupil Premium is in line with their peers in school and is at least in line with the national average. Those pupils with SEN or high mobility show good progress from their starting point.
<b>Improved attainment and progress in writing</b>	At KS2, narrow the gap between disadvantaged and others in school and nationally, so that attainment and progress of pupils in receipt of the Pupil Premium is in line with their peers in school and is at least in line with the national average or those pupils with SEN or high mobility show good progress from their starting point.

<p><b>Improved attainment and progress in mathematics</b></p>	<p>At KS2, narrow the gap between disadvantaged and others in school and nationally, so that attainment and progress of pupils in receipt of the Pupil Premium is in line with their peers in school and is at least in line with the national average or those pupils with SEN or high mobility show good progress from their starting point.</p>
<p><b>Emotional well-being and behaviour support of pupils</b></p>	<p>Children demonstrate increasing resilience  Children settle quickly into school / lessons and disruptions are a rarity  Reduction in incidents for those children who are receiving 1-1 emotional well-being intervention</p>
<p><b>All children to have access to a rich and varied curriculum with improved Cultural Capital of disadvantaged learners</b></p>	<p>All disadvantaged learners to take part in trips/clubs/sports events/leadership roles in school.</p>



## Activity in this Academic Year

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: £ **9 600**




Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Staff Training:</b> Quality First Teaching – INSET from Lighting Up Learning &amp; Ongoing CP. PP Lead Training / Network events</p> <p>Staff training on Improving Vocabulary with Tower Hamlets resources.</p> <p>Focus on oracy throughout the curriculum</p> <p>LSA training on Maths</p> <p>Scaffolding</p> <p>Working Memory</p> <p>Provide CPD for all staff both in house and externally to improve subject knowledge and understanding.</p> <p>Specific Maths Training for Multiplication Tables</p> <p>CPD Mastery By Number KS1</p> <p>£7 500</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. By embedding quality first teaching, we are ensuring that all pupils are given the best start in life. We want to ensure that PP pupils can achieve highly, as well as simply “meeting the expected standard”. This includes metacognition and mastery learning</p> <div style="display: flex; align-items: center;">  <p><b>Metacognition + 7 months</b></p> </div> <p>Training by LA Maths Advisor to ensure maximum knowledge of Times table teaching.</p> <div style="display: flex; align-items: center;">  <p>The best available evidence indicates that great teaching is the first point of intervention for any child and the most important lever schools have to improve outcomes for their pupils. This effect is even greater for those experiencing disadvantage.</p> </div> <p>1 x training session per term + equipment for each class provided 3 x per week delivery in school by school’s mastery specialist</p>	<p><b>1, 2, 3, 4,5</b></p>
<p><b>Support for pupils who also have SEND:</b> CPD for specific SEND that benefits all pupils. Training on</p>	<div style="display: flex; align-items: center;">  <p>The best available evidence indicates that great teaching is the first point of intervention for any child and the most important</p> </div>	<p><b>2</b></p>




developing independence with EP service £1 000	lever schools have to improve outcomes for their pupils. This effect is even greater for those experiencing disadvantage.	
<b>Careful Monitoring &amp; Strategic Support:</b> Meeting with Inclusion Leader 3 x year to review progress and plan next steps £ 600 release time £ 500 Tracking Software	It is vital that we monitor the impact of the plan on a regular basis so that support can be tailored to needs as they arise.  53% of our Pupil Premium Pupils are also on the SEND register.  Ensure that the curriculum is tailored to need and continuously evaluated.	<b>1, 2, 3, 4,</b>
<b>Teaching for Mastery</b> and Promotion of Independence and study skills	 <b>Mastery + 5 months</b>	<b>1, 2, 3, 4</b>
<b>Effective Feedback</b> inc Live marking	 <b>High quality feedback + 8 months</b>	<b>1, 2, 3, 4</b>

## Targeted Academic Support

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


Budgeted cost: £ **7 170**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular small group work with class teacher focussed on overcoming gaps in learning	 <b>Small Group Interventions + 4 months</b>	<b>2, 3, 4,5</b>
Bespoke Tuition Interventions as necessary £ 5 870	 <b>Small Group / 1-2-1 Tuition for Maths / Literacy + 5 months</b>	<b>2, 3, 4,5</b>
Early Morning Reading Club, including LEXIA £ 300	 <b>Reading Interventions + 6 months</b>  Previous in school experience with LEXIA has shown positive impact	<b>2, 3, 4</b>

Early Morning Maths Group	 Education Endowment Foundation transforming education through innovation	<b>Small Group / 1-2-1 Tuition for Maths / Literacy + 5 months</b>	<b>2,3,4</b>
Phonics Club with our Phonics Lead – Coaching and Support of staff for new phonics scheme inc Intervention Resources “Little Wandle Rapid Catch up”  £ 1 000	 Education Endowment Foundation transforming education through innovation	<b>Phonics Support + 5 months</b>	<b>2, 4</b>
Listening and Understanding Intervention	SALT intervention to improve vocabulary and interaction of children in class  Strong evidence base to suggest that Oral language interventions including high quality discussion are inexpensive and have a high impact on reading.   Education Endowment Foundation transforming education through innovation	<b>Small Group Interventions + 4 months</b>	

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

Budgeted cost: £ **8 100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social & emotional support for individual pupils as required (including The Bridge / Parent Support as required) £4 500	 Education Endowment Foundation transforming education through innovation	<b>Social &amp; Emotional Learning + 4 months</b>
Emotional Support £1 000	Vulnerable children have access to trained ELSAs working in Group or individual situations for bespoke support as required. Positive mental Health and wellbeing is evidence as vital for children to make progress in their learning.	<b>3,4,5,6</b>

Structured Conversations with PP families & flexible parent's evening arrangements	<p>Structured conversations have proved highly effective in previous years in gaining parental engagement.</p> <p>Offering a range of parent's evening times and venues (in person / use of Zoom / Teams / Phone) has secured a greater level of parental engagement.</p>	6
Staff Training on Affordable Schools Strategy	Assess/Plan/Review and implement any refinement current practice and enhance school culture, improving outcomes for all.	6
Parents Welcome Evening so parents can meet the teacher and establish positive relationships	<p>Previous experience suggests that parents are more comfortable when they know the teacher</p>  <p><b>Parental Engagement + 3 months</b></p>	1, 5, 6
Use of SMS & email to engage harder to reach families  £250	<p>Previous experience suggests parents engage more with text / email communication, rather than phone calls / letters</p>  <p><b>Parental Engagement + 3 months</b></p>	6
Subsidies for inclusion eg Uniform, trips, residential etc.  £ 2 000	We believe it is important for all pupils to be included in the AWGS family and have the same access to experiences as their peers	6

**Contingency: £ 290**

**Total budgeted cost: £ 25 160**

## Part B: Review of Outcomes in the Previous Academic Year

### Pupil Premium Strategy Outcomes

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

### Externally Provided Programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
We did not buy in to any non-DfE Programmes during the previous academic year	

**Reviewed July 2024** Pupil Numbers are very small in each age group

Intended Outcome	Success Criteria
<b>Early Reading and Phonics</b>	<p><b>Phonics:</b> At end of Year 1, although no PP pupils achieved 32 or more, all made good progress from their starting points.</p> <p><b>Reading:</b> At end of KS1, although no PP pupils achieved ARE or GDS, all made good progress from their starting points.</p>
<b>Overall Attainment and Progress in Reading</b>	At KS2, 100% of pupils in receipt of the Pupil Premium achieved ARE in Reading. This is above the school and the National Average for all pupils.
<b>Overall attainment and progress in writing</b>	At KS2, 100% of pupils in receipt of the Pupil Premium achieved ARE in Writing. This is above the school and the National Average for all pupils.
<b>Overall attainment and progress in mathematics</b>	At KS2, 100% of pupils in receipt of the Pupil Premium achieved ARE in Maths. This is above the school and the National Average for all pupils.
<b>Emotional well-being and behaviour support of pupils</b>	<p>Children demonstrate increasing resilience</p> <p>Children settle quickly into school / lessons and disruptions are a rarity.</p> <p>Reduction in incidents for those children who are receiving 1-1 emotional well-being interventions</p>
<b>Attendance and absence, including those deemed to be persistent absentees</b>	<p>Overall attendance for pupils in receipt of the Pupil Premium is 87.5%.</p> <p>Persistent Absence for Pupil Premium Pupils accounts for 3.4% of the school.</p>

	<p>These results have impacted by transport issues – excluding these pupils' attendance would be:</p> <p>Attendance: 93.7%</p> <p>Persistent Absence: 2.0%</p>
<b>EYFS / Good Level of Development</b>	50% of PP pupils achieved GLOD