

Pupil premium strategy statement – Alston Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	2024-2025 2023-2024 2022-2023
Proportion (%) of pupil premium eligible pupils	631 641 664
	52% (326 / 631) 45% (292 / 641) 43% (287 / 664)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2025 (2024-2025)
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Emma Simpson (Head Teacher)
Pupil premium lead	Seamina Sultana Deputy Head Teacher
Governor / Trustee lead	Shabeena Ara (Pupil Premium Governor) Rehana Yasmeen (CEO)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£411,440
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	
<i>*Recovery premium received in academic year 2021 to</i>	

<p><i>2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	
<p>Total budget for this academic year</p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of background or challenges they face, make the best possible progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Research conducted by EEF is used to support decisions around the usefulness of different strategies and their value for money.

We know the challenges faced by vulnerable pupils such as those who are new to the British Education system (Newly arrived pupils); those with English as an additional language, those with Special Educational Needs including social, emotional and mental health difficulties and those who have social workers. We also know the new challenge of increasing numbers of children requiring support with communication, speech and language and pastoral support.

The activities we have outlined in this statement are intended to support the needs of all our pupils regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Led Tutoring programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

We recognise that pupil premium students are not all alike and as such we ensure that we do not categorise pupils, by labelling them disadvantaged, but treating every child as an individual who has the potential to succeed and attain highly.

Our approach will be responsive to common challenges and individual needs, rooted in robust and regular formative and summative assessment.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ Ensure disadvantaged pupils are challenged in the work that they are set
- ✓ Act early to intervene at the point need is identified
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- ✓ Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We aim to achieve these objectives by:

- ✓ Ensuring all teaching is good or better, thus ensuring that the quality of teaching

experienced by all children is improved.

- ✓ Deploying teaching staff effectively to ensure a focus on narrowing gaps between disadvantaged children and their non-disadvantaged peers.
- ✓ Focusing the spend of our pupil premium on accelerating progress, moving children to at least age-related expectations.
- ✓ Pupil premium resources are to be used to target more-able, disadvantaged children to exceed age related expectations
- ✓ Support payment for activities, educational visits and residential ensuring children have first-hand experiences to use in their learning in the classroom, building their cultural capital.
- ✓ Providing extensive pastoral support to both disadvantaged children and their families through the use of dedicated Learning Mentors, our Attendance Team, Early Help intervention and high-quality mental health support and well-being provision.

Challenges

1	<p>Development of Pupil acquisition of language skills. Development of pupil's receptive language skills</p> <p>While this has improved over the past two years (through the introduction of the Voice 21 oracy project in 2021), we are striving to further improve this amongst all of our disadvantaged children this year.</p>
2	<p>Continuing impact of COVID-19 and lockdown and the subsequent gaps in children's learning (reading, writing and maths)</p> <p>On entry to Reception, our disadvantaged pupils arrive below age-related expectations compared to their non-disadvantaged peers, making it more difficult for them to achieve the national expected standard by the end of KS2.</p>
3	<p>Ensure children with SEND make good progress in all areas of the curriculum from their starting points. We have made significant progress over the last two years and we are continuing to further improve this amongst all of our disadvantaged children this year.</p>
4	<p>Engaging parents/carers with their child's education. There has been an improvement over the last two years, we are still striving to improve this amongst disadvantaged parents.</p>
5	<p>Development of pupil's social capital.</p> <p>Pupils needing improved self-esteem, confidence and resilience.</p> <p>Using wellbeing Bounce Together data and observations of the children</p>

	around school, pupil wellbeing has become a high focus in school. A growing number of children have expressed feelings of anxiety, difficulties in dealing with strong emotions or other wellbeing factors which are affecting them in and out of school. As a result, Alston has invested in a pupil wellbeing programme along with the Trust called 'Leigh Flourish'.
6	Attendance and punctuality Lower attendance and higher rates of persistent absenteeism of PP/disadvantaged children. While attendance has improved in the last two years, our disadvantaged attendance is still below the national average.

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

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
Develop the Oracy skills of disadvantaged pupils to close the gap by the end of the Reception year and across the whole school with Voice 21 strategies.	Assessments and observations across the school indicate improvement in oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons and ongoing formative assessment.
Through the effective use of intervention and quality first teaching, teachers are able to address and narrow educational gaps where present.	End of KS1 and KS2 outcomes show that disadvantaged learners are making good progress and closing the attainment gap with National outcomes. PP pupils will achieve good progress in line with non PP Pupils will transfer skills into other curriculum areas.
Improve progress and attainment of SEND pupils who are also disadvantaged pupils.	Outcomes for pupils who are both SEND & disadvantaged in 2023-24 show improved progress for 100% of disadvantaged pupils to narrow the gap with age-related expectation. The number of pupils on the SEND register decreased as a result of effective support and targeted interventions.
Parental engagement in school and learning is lower for our Pupil Premium children	At least 80% of Pupil Premium children's parents attend parent events. Parent engagement activities such as workshops, assemblies, parent showcases

	and parents' evenings are well attended.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained good levels of wellbeing from 2023-24 demonstrated by:</p> <ul style="list-style-type: none"> -qualitative data from mentoring feedback from pupils, parents and teachers. Pupil voice, pupil and parent surveys and teacher observations demonstrate an improvement on pupil's wellbeing. -positive resolution to early help support e.g. Norton Hall counselling service. -significant reductions in behaviour incidents and bullying -a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To improve and sustain the improvement of attendance across the school, with a particular focus on disadvantaged and LAC pupils. Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures.</p> <p>Investment in attendance tracking software- Sol tracker and CPD for staff to ensure that legal process and support is being applied.</p> <p>Robust attendance procedures in place to track and improve overall attendance and reduce rates of PA – with a focus on PP pupils and LAC.</p> <p>Programme of bespoke interventions to address irregular</p>	<p>Disadvantaged pupils' attendance continues to improve from 2023-24 and is at least in line with data for PP children nationally by the summer term. Disadvantaged summer attendance data shows improvement from 2023-24 with Eid and holidays having less of an impact on absence</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>Attendance of PP students is in line with those who are non-PP.</p> <p>The proportion of PA PP students in the school is in line with non-PP students.</p> <p>Improved attendance so in line with national expectation due to improved data tracking systems being embedded.</p>

attendance and remove barriers prioritising disadvantaged pupils	
To develop and embed a consistent and common instructional coaching approach to further strengthen T&L practices.	<ul style="list-style-type: none"> • All children make good progress relative to their starting points. • 2024 EYFS, KS1 and phonics outcomes are broadly in line with national. • KS2 outcomes continue to improve. • Consistent AFL strategies being used in classroom practice in line with selected school clusters. • Increased engagement and independent learning from pupils.

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: £ 205,720 (50% of budget allocation)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of NTS standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly. Release time for marking, inputting data and analysis.</p> <p>Purchase of new pupil tracking system – Insight.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions and teacher instruction:</p> <p>INSET timetable demonstrates guidance and marking time.</p> <p>Pupil Progress Meetings between SLT and class teachers to analyse pupil data, strengths and challenges for pupils and how this will be addressed.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,2

Training for staff on effective data analysis to target any pupils off track. We will fund staff training and release time for pupil progress meetings		
<p>To provide a high-quality oracy education for students in all Trust Schools through membership to Voice 21 Oracy Project.</p> <p>Develop a whole-school approach to oracy teaching and learning</p> <p>Develop expert oracy practitioners in all Trust schools who will support colleagues to develop their practice.</p> <p>Have effective oracy teaching practice in classrooms.</p> <p>Greater engagement in learning, learning both to and through talk.</p> <p>We will fund Oracy Champions and Lead release time to attend training and embed key elements of the guidance in schools.</p> <p>Voice 21 Membership cost to schools at a cost of £3.335.</p> <p>Release time for 2 Leads: £150 per person x 11 sessions: £3.300.</p>	<p>The evidence around oral language interventions is rated as high.</p> <p>oral-language-interventions</p> <p>On entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers</p> <p>https://voice21.org/why-oracy-matters/</p>	1
<p>Enhancement of our Maths teaching and curriculum planning.</p> <p>We will fund teacher release time to offer coaching and embed key elements.</p>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective, the smaller the group the better outcome. Some studies suggest that greater feedback from the teacher, more</p>	2

<p>Strong focus on arithmetic (Autumn term) in Year 6</p> <p>Focus on Times tables (Years 4, 5 and 6) including daily 1 to 1 with key groups (key staff members)</p> <p><i>Extra teacher to teach in Year 6 (5 mornings a week) enabling Year 6 to be split into 4 groups (smaller class sizes).</i></p>	<p>sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	
<p>5 lesson and 5-a-day approach.</p> <p>5 lesson approach:</p> <ul style="list-style-type: none"> • Select 2-3 PP children to work with over a 5-lesson period. • Targeted support in a particular subject / subjects. • Rotate disadvantaged children in class so all children receive extra support in class. <p>5-a-day approach: To support SEND disadvantaged children in class, every lesson should involve:</p> <ol style="list-style-type: none"> 1) Explicit instruction; 2) cognitive & metacognitive strategies; 3) scaffolding; 4) flexible grouping; 5) use technology effectively <p><i>Funding for staff training and subject leaders/SLT to support, team teach and monitor this approach</i></p>	<p>The evidence for 'individualised instruction' is rated as having a moderate impact (+4 months) for very low cost (based on limited evidence – EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Metacognition & self-regulation is rated as high impact (+7 months) for low cost based on extensive evidence (EEF).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>The evidence for 'small group tuition' is rated as having a moderate impact (+4 months) for very low cost (based on limited evidence – EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>The evidence for 'teaching assistant interventions' is rated as having a moderate impact (+4 months) for very low cost (based on moderate evidence – EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>2 and 3</p>
<p>Additional speech and language support and intervention.</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit. On average, individualised instruction approaches have an impact of 4 months' additional progress. Weak Language and Communication skills. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain</p>	<p>1</p>

	what is happening coherently.	
Coaching to develop teacher expertise (cost of cover) through planning clinics, team teaching, reflections.	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending "Teaching quality is important. It is arguably the greatest lever at our disposal for improving the life chances of the young people in our care (Hattie, 2015), particularly for those from disadvantaged backgrounds." (William, 2016)	1
<p>Walkthru subscription for the Trust of £5500 for 3 years.</p> <p>All schools will have a designated teaching and learning lead (TLL) to lead on this practice.</p> <p>All schools will start with the Positive Relationships or Establishing Expectations cluster: see overview.</p> <p>Clear overview of clusters planned for each term.</p> <p>Scheduled coaching meeting held in phase/year groups.</p> <p>Increased engagement and independent learning from pupils</p>	<p>Based on the research by Sam Sims and Harry Fletcher-Wood who explore the evidence for the traits essential for successful professional development.</p> <p>The essential five have been included in applying the WalkThrus</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics</p>	

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

Budgeted cost: £102,860 [25% of the budget]

Activity	Evidence that supports this approach	Challenge number(s)
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		addressed
Wellcomm/early language interventions	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1
Teacher Intervention Planning hours linked to School Led Tutoring Programme. -1 to 3 School led tutoring after school for reading (class teachers)	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: small group tuition.</p> <p>Toolkit Strand EEF Education Endowment Foundation .EEF suggests small group tuition by +4 months. Our previous experience of other interventions has demonstrated accelerated progress. EEF guide to supporting school planning – a tiered approach references the positive impact of tutoring and small group interventions.</p>	2
Additional Teacher employed to deliver RWI interventions	<p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</p> <p>Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence</p>	1

	<p>also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	
<p>Pre-teaching: Teaching children prior to a lesson can support them in their learning and their ability to make good progress in a lesson. Pre-teaching can be used to:</p> <ul style="list-style-type: none"> Expose pupils to a topic that they may find difficult, giving them key information before the lesson. <p>Enable higher attainers to work independently in lessons, preventing them from being held back by whole class teaching when they do not need to be involved.</p>	<p>The evidence for 'one to one' is rated as having a high impact (+5 months) for moderate cost (based on moderate evidence – EEF).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1,2
<i>Higher attainers</i>	High-quality planning and implementation meets the needs of all pupils and builds in high expectations of all pupils. Some pupils may require additional support alongside high-quality teaching in order to make good or better progress or close the gaps from prior attaining	2

	<p>data. The evidence indicates that small group and one-to-one interventions can be a powerful tool for supporting these pupils when they are used correctly and carefully. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. Challenge can also be the driving force of teaching PHA. Giving pupils work that makes them to be out of their comfort zone, and having the highest expectations of them, will be able to move them beyond what they know and can do now.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/news/ef-blog-assessing-learning-in-the-new-academic-year-part-1</p>	
Teacher Intervention Planning hours linked to School Led Tutoring Programme. -1 to 3 School led tutoring after school for reading (class teachers)	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: small group tuition.</p> <p>Toolkit Strand EEF Education Endowment Foundation .EEF suggests small group tuition by +4 months. Our previous experience of other interventions has demonstrated accelerated progress. EEF guide to supporting school planning – a tiered approach references the positive impact of tutoring and small group interventions.</p>	2
Third space learning maths intervention.	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: - Individualised instruction = + 4 Months - One-to one tuition = +5 months - Metacognition & self regulation = +7 Months - Small group tuition = +4 1,2 Cost: £5,351 Months - Teaching assistant supervision = +4 Months</p>	2

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

Budgeted cost: : £102,860 [25% of the budget]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Attendance course—focus on strategies to support</p>	<p>DfE guidance on Working together to improve school attendance states that attendance is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances.</p> <p>Pupils with the highest attainment at the end of KS2 and KS4 have higher rates of attendance over the key stage compared to those with the lowest attainment.</p> <p>EEF Attendance intervention guidance states there are several interventions which have a positive impact on improving attendance including parental engagement/communication interventions.</p>	6
<p>Use PASS survey and analyse data. Counselling offered to address social and emotional barriers to learning. Self-regulation and anger management sessions offered to pupils.</p> <p><i>Well Being Sue Ambassadors course-focus on kindness.</i></p> <p><i>Additional adult to support.</i></p> <p>Select pupils from Year 3 and 4</p>	<p>Deploy Learning mentors and pastoral staff to improve the wellbeing and attainment of the selected cohort. Provide in house counselling as well using a range of external agencies</p> <p>EEF Toolkit – Social and Emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	5

trained as well-being ambassadors by outside agency. Pupils will be supported by adults once identified by their peers.		
School based Enrichment activities <i>Extra-curricular clubs/Ed visits/experiences</i> Subsidised visits	Many pupils do not have access to activities which promote cultural capital. "Out of school activities and the education gap" Dr Emily Tanner Professor Liz Todd "After school club attendance was associated with positive academic and social outcomes for disadvantaged children in particular." "Organised physical activities were associated with higher attainment and better social, emotional and behavioural outcomes at age 11." clubs	5
Parent workshops Increased levels of participation in events by PP students and their families. -library Include additional books in the library	1. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. 2. Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions. 3. Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older. For example, providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school. 4. Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children	4
Additional attendance & pastoral support	EEF report (2015) states that pupils need to be in school to learn and achieve and that there is a direct link between pupil achievement at KS2 and KS4. Pupils with no absence are 1.6 times more	5 and 6

	likely to achieve level 4 or above, and 4.7 times 3 4 8 more likely to achieve level 5 or above, than pupils that missed 15-20 percent of all sessions.	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ £411,440

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Phonics	Ruth Miskin
X Tables Rockstars	TT Rockstars
Mathletics	3P Learning
Speech and language support	West Midlands Speech Language Therapy
Reading, writing and Maths Interventions	Shine
Family, attendance, behavioural & emotional support.	Norton Hall

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year 2023-2024**

Challenges

The impact of COVID 19 and loss of direct teaching has had a significant impact on the academic attainment of all pupils, including the disadvantaged, across school.

Children lack the experiences and vocabulary required of the current curriculum as a direct result of low income, this is particularly evident in the early years where speech and language is lower than expected on entry.

Impact

PP pupils have made good progress from their Covid baseline. While the % of PP pupils meeting the expected standard increased, Non-PP pupils have made similar progress, meaning in-year gaps have not closed. We must recognise the in-year progress of PP pupils working below the expected standard who have made rapid progress and moved from Below to Just Below, therefore getting closer to reaching the expected standard.

Our strategy on splitting Y6 into 4 classes to target the middle attainers who were below at the beginning of Y6 worked well. PP children are in line with their non-PP counterparts in Reading, Writing and GPS but under performed in Maths

Year 6

	<u>Cohort</u>	<u>Pupil Premium</u>		<u>Non-Pupil Premium</u>	
		<u>ARE+</u>	<u>GDS</u>	<u>ARE+</u>	<u>GDS</u>
<u>Reading</u>	48/90	65%	15%	62%	12%
<u>Writing</u>	48/90	66%	8%	67%	12%
<u>Maths</u>	48/90	59%	13%	74%	12%
<u>GPS</u>	48/90	73%	33%	71%	31%
Combined	48/90-PP	44%	6%	52%	7%

Year 2 – Teacher Assessments

	<u>Cohort</u>	<u>Pupil Premium</u>	<u>Non-Pupil Premium</u>
<u>Reading</u>	31/89 are Pupil premium	75% 10% Greater depth	71% 14% Greater depth
<u>Writing</u>	31/89 are Pupil premium	64% 6% Greater depth	62% 12% Greater depth
<u>Maths</u>	31/89 are Pupil premium	80% 32% Greater depth	73% 16% Greater depth
<u>GPS</u>	31/89 are Pupil premium	71% 10% Greater depth	62% 12% Greater depth
Combined – Pupil premium At expected – 65% Above expected – 6%		Combined – Non Pupil premium At expected – 57% Above expected – 9%	

Year 2 – SATs results

	<u>Cohort</u>	<u>Pupil Premium</u>	<u>Non-Pupil Premium</u>
<u>Reading</u>	31/89 are Pupil premium	81% 23% Greater Depth	74% 24% Greater depth
<u>Writing</u>	31/89 are Pupil premium	N/A	N/A
<u>Maths</u>	31/89 are Pupil premium	80% 32% Greater depth	76% 33% Greater depth
<u>GPS</u>	31/89 are Pupil premium	78% 39% Greater depth	70% 29% greater depth
Combined – Pupil premium At expected – 77% Above expected – 19%		Combined – Non Pupil premium At expected – 67% Above expected – 17%	

PP pupils have made good progress from their Covid baseline with the number of pupils increasing at both the expected and greater depth standard: PP children

achieved better than their non- PP counterparts and whole cohort across all subjects. When compared nationally our PP children also performed better across all three subjects.

Reception

% at Expected All	PP End of Year	Non-PP End of Year	Pupils End of Yr
Reading	67%	73%	71%
Writing	67%	67%	67%
Maths	86%	82%	83%
GLD	67%	67%	67%

Year 1 Phonics

Y1	Summer PSC
Y1 ALL	90%
Y1 PP	97%
Y1 Non-PP	86%

Daily RWI sessions in EYFS/KS 1. 1 to 1 tutoring with lowest, slowest 20% in each class. RWI coaching sessions with RWI lead (SS) RWI delivered across EYFS, Year 1, Year 2 (children who need to re-take the PSC) and Year 3 (children who did not pass the PSC in Year 1 or 2). RWI Phonics as discrete lesson on timetables. Coaching by EYFS lead. Training for staff delivering RWIinc sessions.

Language Acquisition

Challenge

Development of pupil acquisition of language skills. Development of pupil's receptive language skills

Impact

Through the Voice 21 Oracy project all children across school have improved their articulation, voice projection and confidence when speaking in front of groups of people. During learning walks before the project began, our disadvantaged children were noticeably less confident at speaking and listening (when compared to their non-disadvantaged peers), with the vast majority unable to express their opinions in great detail. By the end of the summer term, our disadvantaged children had increased in confidence and were just as able to talk openly, confidently and with expression as their non-disadvantaged peers. This has been evident during meet and greets around school, during star of the week and head teacher awards assemblies as well as class performances. Other interventions such as Wellcomm in EYFS and extra phonics (from Y1-4) have supported this across school.

Wider opportunities and life experiences:

Challenge

Development of pupil's social capital

Impact

This year we subsidised trips and visits to enrich our disadvantaged children's curriculum, exposing them to new experiences they would not have accessed otherwise. This has enabled children to gain a greater understanding of some topics through personal experience, supporting their understanding of these topics. Some of the pupil premium funding was used to subsidise these trips and visits for our disadvantaged children.

<u>Year group</u>	<u>Trips and Visits 2023-2024</u>
Hub	Brighthouse, Pantomime
Nursery	Pantomime, Zumbini, Hatton
Reception	Ash End Farm, Animal Man, Local walk
Year 1	Freshwater Theatre Company, pantomime, Midland Air Museum
Year 2	Pantomime, Beach trip, Church
Year 3	Pantomime, Local area walk, Supermarket trip, Gurdwara

Year 4	Pantomime, Brighthouse. Safe Lake project
Year 5	Planetarium, Brighthouse, Pantomime,
Year 6	Pantomime, Oakerwood, Ninja Warrior, Big Bang Science Fair
Other Wider Experiences	Trust sports competitions, Earth Shot, Life Education, Houses of Parliament, Police and Nurse workshops, Saltley Young People's Parliament, Trust Forest School, Art project Kind Edward Science projects

Challenge

Social and emotional experiences in home life impact significantly on family input into the education of a child. This can include the impact of mental health on the pupils and their families. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc).

Impact

Pupil premium children were a focus group for pupil progress meetings and gaps were identified and monitored each half term. Half termly pupil progress meetings were used to identify pupil progress and interventions were put into place. Staff training on the use of the SHINE intervention program to close gaps. Weekly Math's tasks set on Mathletics and Purple Mash. Pupil premium children are a key focus for 1:1 reading in school. Pupil premium children identified and received after school tutoring to close gaps.

After school clubs up and running during summer term. Additional PE resources and activities put out at lunch time to promote physical activity/exercise

Trips and visits were subsidised and ensured that children can access the curriculum. Evidence for curriculum areas is evident in the data above.

Year 4, continue to receive music lessons by a specialist music teacher from School Music Services. Curriculum has been updated, which is bespoke to the pupils' experiences and backgrounds. Pupil voice showed that children are enjoying their new curriculum.

Breakfast club on offer to all PP children and pupils provided with cereal, toast and

juice.

Learning mentor supports a wide range of children across school both on individual and group basis initiatives.

Challenge

Parental engagement in school and learning is lower for our Pupil Premium children.

Impact

Parental engagement: This year we have tried to engage all parents, especially our pupil premium parents to come into school for a variety of events and meetings. Some pupil premium parents have been targeted specifically for these meetings. Each year group held a 'Welcome meeting' in September to promote parental engagement to each new year group, while other events such as the Summer Fair also took place.

Offered pre-booking of parents' evening appointments for PP learners. Promoted more effective ways to advertise PP parents' evenings to all parents so they have knowledge of when the appointments are happening. Further support PP/SEND parents to engage with and maximise the use of the meetings with teachers. Parent workshops attendance for PP children had increased by 35%. From the previous year.

For parents' evenings, the following engagement took place in each year group from pupil premium parents:

Reception:	70%
Year 1	80%
Year 2:	76%
Year 3:	70%
Year 4:	62%
Year 5:	68%
Year 6:	69%

Challenge

Lower attendance and higher rates of persistent absenteeism of PP/disadvantaged children

Impact

Attendance

Attendance Strategies employed this year, alongside work by Attendance worker/SLT, have had a slight improvement in attendance figures. End of year analysis of attendance data shows whole school attendance:-

2023 91.96 % and, 2024 is 93.58% as such, is still below national expectation. PP attendance is still below national. While this has not reached the target set. Attendance for Y4, 5 and 6 from end of 2021 to the end of 2022 has been a priority in terms of your actions/support and is as follows:

Year Group	2023	2024
Y4	92.38%	94.22%
Y5	92.47%	94.12%
Y6	93.03%	93.98%

The figures are below National.

In all year groups the attendance data has improved across the cohort for disadvantaged and non-disadvantaged children.

Next year, school will continue to: • Track attendance data of all children, including disadvantaged pupils.

- Continue to use the SOL tracker to identify children whose attendance falls each week.
- Continue to call parents on the first day of absence (following the fast track process).
- Continue to track PA children weekly – phase leaders call parents and discuss reasons for absence and what support is required.
- Continue to provide incentives for children to come to school (including attendance prizes/ certificates / badges/bands).

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.