

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Alma Primary
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	4.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2023
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Marc Shoffren
Pupil premium lead	Rachel Clark
Governor lead	Vicky Shafran

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,450
Recovery premium funding allocation this academic year	£4,407
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,700
<b>Total budget for this academic year</b>	<b>£21, 557</b>

## Part A: Pupil premium strategy plan

### Statement of intent

*You may want to include information on:*

Over the next three years, Alma Primary aims to support our most disadvantaged children in the following ways:

- Improve their academic outcomes – particularly following the devastating impact of the covid related school closures.
- Improve their social and emotional wellbeing, particularly through improving their emotional literacy
- Ensure children have total access to school enrichment opportunities
- Improve children's understanding of safeguarding in order to be able to keep themselves safe
- Supporting families in improving the attendance of disadvantaged children

We will be using our PP grant and our Catch Up funding to prioritise evidence based interventions (using evidence from the EEF) which include:

- Small group catch up tuition
- Catch Up Literacy
- Drama based therapy group
- Zones of Regulation Nurture group
- Training member of staff in ELSA
- High level CPD offered to all staff including support staff

### Challenges

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

Challenge no.	Detail of challenge
1	Slow academic progress due to lockdowns and Covid related absences
2	Social and emotional wellbeing, inc. resilience and emotional literacy
3	Access to enrichment opportunities
4	Lower levels of attendance for some children
5	Higher level communication skills, impacting on self esteem

## 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
Improved outcomes (expected & greater depth) in reading, writing and maths in every year group.	Staff have the relevant training to be able to deliver a mix of in person, blended and remote learning to children. Children have the necessary technology and resources to be able to access the learning at home when needed. Children have access to Catch Up Tuition as appropriate as well as other, evidence based, interventions. Leadership team ensures Quality First Teaching is consistent across the school
Children are supported with their social, emotional and mental health needs including managing emotions	Children show improved emotional resilience and wellbeing – their economic status does not determine their SEMH. This is evidenced by improved outcomes on the PASS.  Children are able to express themselves clearly and use language in place of physical aggression.
Children are able to access the same enrichment experiences as their non PPG peers	Subsidised or free trips and clubs including additional swimming, residentials, sports clubs (sports premium), ASC and Breakfast club.
Children are able to access class learning and interventions	Attendance for PPG children is within normal parameters.

## 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: £ 5007

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD	Evidence for ELSA training	2 and 5

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

Budgeted cost: £ 6100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch Up Tutoring	The EEF states “One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.”	1 and 5
Catch Up Literacy	The EEF states “Small group tuition has an average impact of four months’ additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support.”	1 and 5

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

Budgeted cost: £ 10,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Alma Wellbeing Project	EEF states “Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. The studies in the Toolkit focus	1 and 2

	<p>primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.”</p>	
Enrichment	<p>Education Policy Institute (Fletcher-Wood &amp; Zuccollo, 2020) states” Teacher professional development is a promising approach to improving teaching quality and pupil outcomes... We estimate an average effect size of professional development on student learning of 0.09, which compares favourably to other educational interventions (for example, comprehensive school reform models achieve effect sizes between 0.1 and 0.2). These trials do not provide sufficient evidence to reach firm conclusions about the effect of professional development on broader outcomes for students or teachers (such as student self-efficacy or teacher confidence), but we find indications that it can lead to increased student self-efficacy and confidence. Longitudinal studies of teachers’ careers suggest professional development increases retention.”.</p>	1, 2 and 3
Targeted use of HLTA	MITA project evidence	1, 2 and 5

**Total budgeted cost: £ 21, 557**

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is 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 purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
n/a	