

Alma Primary Pupil premium statement 2022-2023

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	7% (increase of 2.3% from 21-22)
Academic year/years that our current pupil premium strategy plan covers – 1 year	09/2022 – 07/2023
Date this statement was published	June 2023
Date on which it will be reviewed	October 2023
Statement authorised by	Marc Shoffren
Pupil premium lead	Elena Ttofis
Governor / Trustee lead	Vicky Shaffran

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,851
Recovery premium funding allocation this academic year	£2,000
Pupil premium and recovery funding carried forward	£0
Total budget for this academic year	£19,851

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality 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 disadvantage 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 approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1 Underdeveloped Literacy skills	Assessments, observations, and discussions with pupils indicate that literacy skills can be underdeveloped, especially with regard to writing, grammar and vocabulary gaps, among many disadvantaged pupils. These are evident from Reception through to

	KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2 Underdeveloped phonic skills	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties accessing and retaining phonic knowledge than their peers. This negatively impacts their development as readers.
3 Understanding mathematical concepts	Internal and external assessments indicate that mathematics understanding and attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4 Education and Wellbeing	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be more challenging for them, by comparison to their peers
5 Social and emotional aspects	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
6 Attendance	<p>Our attendance data indicates that attendance among disadvantaged pupils can be lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. They miss important aspects of their education: conceptual knowledge and understanding; social experiences; friendship building... some of which cannot be repeated.</p>

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 literacy skills that are commensurate with non-disadvantaged pupils	<p>This will be evident from positive engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p><i>Programmes to support include 'Catch Up Literacy'; '10 card spelling strategy'; support from an LSA either 1-1 or in a small group; small group support from the HLTA; small group support from the Inclusion Leader. Where difficulties are suspected close monitoring and assessment is carried out, through our main assessment package-PHAB</i></p>
Improved reading fluency and comprehension skills	KS2 reading outcomes currently show that most of the disadvantaged pupils met the expected standard, due to

commensurate with non-disadvantaged pupils.	<p>the strategies and interventions put in place to support them.</p> <p><i>Such strategies and interventions include daily 1-1 reading programme using levelled reading scheme books; weekly reading with volunteers who prioritise disadvantaged children first; phonic intervention catch-up programme for children who need extra support; Supersonic Phonic Friends phonic programme for all children but which can be repeated for children who need the extra support; close monitoring and assessment for disadvantaged children using the YARK assessment package</i></p>
Improved maths skills leading to greater attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths outcomes show that most of the disadvantaged pupils met the expected standard, due to interventions put in place to support them.</p> <p><i>Such interventions include 'Catch Up Numeracy' and 'Times Tables Challenges'; small group teaching from an LSA who can give extra attention to those who need it.</i></p>
Positive response to social and emotional interventions that create happy and confident pupils who are able to deal with their own emotions	<p>Sustained high levels of wellbeing are demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, and teacher observations • good relationship between pupils and teaching staff, who are approachable and caring • Nurture groups designed to support disadvantaged pupils and give them strategies to work with <p><i>To select children for Nurture groups, the 'Spence Anxiety Scale' assessment is undertaken by all pupils in September and those who score highly are selected. Alongside the Nurture groups other interventions include Art Therapy, Play Therapy, Lego Therapy, drama Therapy and Circle of Friends. These are delivered either by our own trained staff, or by outside advisers to whom children have been referred. All are proven interventions to be beneficial, allowing children to express their anxieties and worries in a variety of ways that suit them best. 'The Zones of Regulation' resource is used across the school, in every class. Children are taught to recognise their own emotions, and those of others, and to develop strategies to help to cope with them. For children who need it the most, we encourage parents to take on this scheme at home so children can continue to regulate their emotions in a consistent way.</i></p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for disadvantaged pupils being no more than that of their peers.

	<i>We follow through with any absence to ensure there is no under-lying reason, other than illness, that may be the cause.</i>
--	--

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.

Activity	Evidence that supports this approach	For whom?
Making funds available to support our most disadvantaged children access after school, and within school, extra-curricular activities	Pupils attending Breakfast Club, lunch clubs, and 'After School Care', being the wrap-around care offered to pupils	pupils
Ensure that packages of support are purchased that will allow the intervention of advisory teachers to support the academic, social and emotional and physical needs of our pupils	Most notable this year is the SCERTS training and ELSA training for our most vulnerable pupils, and the Attachment and Trauma training attended by all staff. Staff have received training on 'Adaptation' of work; this ensures that work is adapted and targeted to meet the specific needs of each pupil in the class.	staff
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. 'Supersonic Phonic Friends' scheme has been purchased and implemented.	pupils
Make funds available to purchase resources, including human resources, to support the subject knowledge of teachers and the greater attainment of pupils	A visiting mathematics consultant to the school has trained staff in using concrete materials to enhance the quality of teaching and learning for all pupils, but especially for our most disadvantaged pupils who need more support.	staff

	Provision was made for staff to work 1-1 with the consultant, who offered support and guidance.	
Ensure new resources and initiatives are used to effectively support children's wellbeing	The 'Attachment and trauma' training at the start of this academic year helped staff to understand the actions and emotions exhibited by children who have been affected in this way, and how best to support them.	Staff

Ensure LSAs receive up to date training on key evidence-based interventions	'Catch Up Literacy' and 'Catch Up Numeracy' programmes support children with their learning. Other interventions include 'Reading For Meaning' and small group spelling interventions. SEN programmes such as ELSA and SCERTS are invaluable in supporting social and emotional aspects	Children
To support pupils to 'bridge the gap' through catch-up sessions and individual 1-1 tuition	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. This is also the case with regular reading experiences 1-1.	Children

To keep the whole school community (pupils, staff, governors, parents) updated with the latest important safeguarding developments	External providers have been instrumental in keeping staff up to date, explaining the latest key focusses. Equally important has been their work with the children in class, especially all aspects pertinent to the Prevent Duty. Opportunities have also been extended to the parent body to cover important on-line safety material.	Staff and children
--	---	--------------------

Part B: Review of the previous academic year

Pupil premium strategy outcomes

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

Academic outcomes

Aim: Improved outcomes in reading, writing and maths in every year group.

In line with school trends, children in these cohort are making better progress in Reading than in Writing and Maths. It is important to note that 45% of the PPG cohort have identified SEND, which has had a significant impact on progress.

	Reading	Writing	Maths
TOTAL % of children making expected progress +	70%	60%	90%

Wellbeing

Aim: Children are supported with their social, emotional and mental health needs including managing emotions.

Behaviour monitoring reflects some improvement in ability of PPG children to express themselves clearly and use language to resolve problems.

Enrichment

Aim: Children are able to access the same enrichment experiences as their non PPG peers

During the year appropriate use of funding enabled PPG children to participate in school trips and residential activities. A small number of PPG children chose to participate in schools clubs, but this level is below the general percentage at Alma Primary and should be a continued focus.

Attendance

Aim: Attendance for PPG children is within normal parameters, so that PPG children are able to access class learning and interventions.

Over the academic year PPG attendance was slightly below normal parameters, with a total attendance of 88%, however this included one Year 6 child who was persistently absent during the year. With the exception of this child attendance was better than the school average.

Externally provided programmes

Programme	Provider
Speech and Language assessment	IAT team
Social and Emotional assessment	IAT team
Educational Psychologist support	Educational Psychologist
Play/Art Therapy	Norwood
Consultancy work:	Mathematics
	SEN
	Art and Design
	Safeguarding
Autism Advisory Team	Autism Advisory Team