

# Alma Primary Pupil Premium Statement 2023-2024

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	198
Proportion (%) of pupil premium eligible pupils	6.15% (increase of 0.48% from 22-23)
Academic year/years that our current pupil premium strategy plan covers	09/2023 – 07/2024
Date this statement was published	Revised February 2024
Date on which it will be reviewed	June 2024
Statement authorised by	Marc Shoffren
Pupil premium lead	Clare Stephens
Governor / Trustee lead	Vicky Shaffran

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,005
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	<b>£16,005</b>

# 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.

No.	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate that <b>literacy skills</b> continue to be a concern from some of our pupil premium children. This includes under-developed skills such as fluency, comprehension, vocabulary knowledge and the opportunity to have positive reading experiences.

2	As with 1, above, some disadvantaged pupils have greater difficulties with <b>phonics</b> than their peers. This may be due to lack of early years reading experiences or lack of opportunities to make the sounds that will create the phonics.
3	Internal and external assessments indicate that <b>maths understanding and attainment</b> among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Our assessments, observations and discussions with pupils and families have identified <b>social and emotional issues</b> continue to be a challenge for many pupils. This can be caused by factors inside or outside school but affect children's social, emotional and communicative skills and academic performance at school.
5	Our attendance data indicates that, despite some improvements to attendance in 2022-23, <b>attendance</b> for some disadvantaged pupils continues to be lower than for non-disadvantaged pupils.  In the academic year 22-23: Pupil Premium children had 91% attendance vs 96% attendance for rest of the school; in the same period, the group of pupil premium children were late 1.3% of the time, against 0.8% for rest of school, and amongst these children persistent absence was at 31% vs 5% of rest of school.
6	Observations and discussions with staff indicate that disadvantaged pupils may have less opportunities or support to <b>complete their home-learning tasks</b> at home.
7	Observations and discussions with staff indicate that disadvantaged pupils may be <b>less physically coordinated</b> than other pupils of the same age.
8	Feedback from the admin team indicates that disadvantaged children may be less able to <b>access the extended school provision</b> than other children. We are continuing to investigate the barriers to this.

## 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.

No.	Intended outcome	Strategies	Success criteria
1	Improve progress and attainment in literacy skills and vocabulary among disadvantaged pupils.	Class intervention groups are organised to support pupils with their learning. These intervention groups include Reading for Meaning; Catch-Up Literacy along with differentiated spellings etc. Termly Pupil Progress meetings will be a way of measuring progress and discussing the next steps for pupils. Teachers receive high quality CPD to enable them to ensure Quality First Teaching in Literacy skills. Observations of pupils.	Termly and annual data, inc. external assessments attest to improved standards of literacy for Pupil Premium children.  Observations show that pupils are fully engaged in lessons.
2	Improve phonics attainment	Strategies in place to address this concern include:	Pupil Premium children (without SEN barriers) are

	among disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Frequent reading experiences within class, inc. use of volunteers.</li> <li>• Additional support to give pupils practise in phonics, fluency and comprehension skills.</li> <li>• Termly reading comprehension assessments will measure pupils' understanding and progress in aspects of reading.</li> <li>• Workshop for families giving strategies, particularly targeting pupil premium families</li> </ul>	able to master phonics and meet the phonics check expectations in years 1 or 2. For children who do not meet expectation further support provided in year 3.
3	Improved maths attainment for disadvantaged pupils at the end of KS2, to close the attainment gap between disadvantaged and non-disadvantaged pupils.	<p>Strategies in place to address this concern include:</p> <ul style="list-style-type: none"> <li>• Use of teaching methods centred around the use of practical resources as a way of embedding understanding of concepts, following the staff inset on using concrete materials in maths.</li> <li>• The maths co-ordinator is timetabled to teach maths across the KS2 and to provide booster support where needed.</li> </ul>	<p>Termly and annual data, inc. external assessments attest to improved standards of maths for Pupil Premium children, especially re multiplication check in year 4 and KS2 SATs.</p> <p>Attainment gap has been closed between the disadvantaged and non-disadvantaged pupils.</p>
4	Pupil Premium children demonstrated awareness and understanding of strategies to manage social and emotional issues	<p>Strategies in place to address social and emotional issues include:</p> <ul style="list-style-type: none"> <li>• Pupil voice surveys (so pupils can give their views), and teacher observations</li> <li>• Use of the Spence Anxiety pupil questionnaire at the beginning of every academic year (so pupils can be selected for the interventions)</li> <li>• Nurture groups designed to support disadvantaged pupils and give them strategies to work with</li> <li>• Instigation of the 'Be-Friendly' social integration programme for Y5 class (they have the highest number of disadvantaged pupils in any class)</li> <li>• PSHE 'Heads Up' programme and other PSHE initiatives</li> <li>• 'Zones of Regulation' programme delivered in every class (to develop strategies to handle emotions)</li> <li>• Concerns are raised and reported on CPOMS</li> </ul>	<p>Teacher and support staff informal assessment reflect improvements in ability to articulate and manage emotions. Feedback from families also supports this, along with any follow up pupil survey. Children are empowered to express feelings and advocate their needs.</p> <p>Anxiety related incidents recorded on CPOMS are reduced.</p>
5	Improved attendance for	Strategies in place to improved attendance for disadvantaged children include:	Reduction in absence, persistent absence and late data, reflected in

	Pupil Premium cohort	<ul style="list-style-type: none"> <li>• Targeted monitoring of records</li> <li>• Liaison with parents/carers where patterns of absence are observed.</li> <li>• Action plans devised in collaboration with child and family, inc support to develop and implement a morning routine.</li> <li>• Mentoring to support children on arrival to regulate and prepare for the school day.</li> </ul>	improvements in attainment and wellbeing.
6	Home learning tasks are accessible for all pupils	<p>Access to home learning tasks to be adapted to ensure easy access for all families.</p> <p>Where technology may not be readily available, the school will send paper copies, and will receive work on paper copies in return.</p> <p>Where understanding the language may be an issue, the school will send appropriate, translated instructions to enable the pupil to access the work.</p> <p>Where home learning is continually not completed, the school will meet with the parents/carers to see how they can remove any barriers to enable this to happen.</p> <p>Workshop for families giving strategies, particularly targeting pupil premium families</p>	Majority of home learning tasks are completed at home and returned to school.
7	Physical co-ordination	This issue is currently under investigation with the PE coordinator, to better understand the underlying reasons and develop appropriate strategies to address the issue.	Clearer understanding of potential barriers.
8	To ensure the 'extended school' is available to all disadvantaged pupils	<p>Strategies in place to improve uptake of extended school provision for PP children include:</p> <ul style="list-style-type: none"> <li>• Families to be informed that the extended school programme is available to their pupils and reminded of this programme periodically throughout the year.</li> <li>• Disadvantaged pupils to be shown the programme at the beginning of the academic year, and termly, in order to encourage attendance.</li> <li>• Families of disadvantaged pupils to be approached in person if a club is particularly suitable for their pupil and to encourage the pupil to take it up.</li> <li>• Places offered first to disadvantaged pupils.</li> </ul>	Take up of extended school activities is consistent with levels across the rest of the school.

## 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: £ 10,000

Activity	Evidence that supports this approach	Involved
LSA time to work with PP children, including in interventions.	LSA time is spent supporting class learning, and running interventions that support academic and social issues for children. This is a very important part of their work and where they spent a considerable amount of their time. Disadvantaged children are supported within these groups. Most interventions that they run revolve around the key skills of literacy and numeracy (Catch Up Literacy and Numeracy; Phonics Interventions; social skills; lego and drama therapy; spelling support etc.) Interventions act as boosters for academic work, and they help the children to access their class work more easily.	Designated LSAs and HLTA
Ensuring that teachers and LSAs continue to attend training that will help to support all pupils, and other more specific training that will support the disadvantaged pupils	Training for staff to gain skills and to bring new programmes into school to support children, are on-going throughout the year. Some training that we are envisaging for this year include: SCERTS training for an LSA (continued from last year part 1) LSA training for 'Catch Up Numeracy' Team Teach refresher training for key staff to support disadvantaged pupils Safeguarding update training on specific themes that focus on the support of specific groups of children, which also include disadvantaged children	Class teachers, LSAs, HLTA & SENDCo  Key staff
Improve the quality of social and emotional learning.	New initiatives have helped staff to address key issues within this important area, to support all pupils but in particular those experiencing trauma and instability in their lives. The PP children are supported in Nurture Group, Zones of Regulation, Elsa and SCERTS programmes. In addition, all staff have received training in 'Attachment and Trauma' which directly affects at least 2 of the PP children.  New Initiative 'B-Friendly' is being delivered in Y5 (class with the highest number of disadvantaged children).	Class teachers, LSAs, HLTA & SENDCo

## Targeted academic support

Budgeted cost: £ 2,005

Activity	Evidence that supports this approach	Involved
Enhancement of our maths teaching and curriculum planning	Purchase of specific concrete equipment to deliver themes and concepts in mathematics, following the training last year on the use of concrete materials in maths teaching.	Staff
Further engagement in Reading	Reading Rocks PP book subscription service	

## Wider strategies

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Involved
Providing financial support for disadvantaged children on school trips and residential school journey.	The financial assistance provided for disadvantaged pupils enables all pupils to participate in trips, residential school journey and all extra-curricular activities. No child is left behind due to financial constraints. All children participate in curriculum activities in the broadest sense and there is equality for all. This is made possible due to the application of the Pupil Premium Grant.	Admin team
Ensuring that no pupils are left behind in terms of accessing all amenities offered by the school	Pupils attending Breakfast Club, lunch clubs, and 'After School Care', being the wrap-around care offered to pupils, are supported through the financial application of the Pupil Premium Grant. This enables the children to have good quality care after school, thus enabling and supporting their parents to continue with their work commitments.	ASC Team
Time for HLTA to support PP children	<p>HLTA supports PP children in a variety of ways. She runs interventions to boost academic performance and to 'fill the gaps' where needed. She also runs interventions to support social and emotional development, especially for children who experience difficulties in this area or who need support to develop friendships or to socialize. Examples of such interventions are included below:</p> <p>One child has a soft start in the morning, followed by phonics teaching</p> <p>Five of the children are in Nurture groups; one is in Gardening Club.</p> <p>One child is in Circle of Friends</p> <p>These interventions are delivered on a weekly basis when the week is uninterrupted.</p>	HLTA

**Total budgeted cost: £ 16,005**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Summary information					
<b>School</b>	Alma Primary				
<b>Academic Year</b>	2022-23	<b>Total PP budget</b> <b>£1320 per PP</b> <b>£2300 per PP+</b>	£17,851	<b>Number of pupils eligible for FSM</b>	10
<b>Total no. of pupils</b>	198	<b>Number of pupils eligible for PP</b>	14	<b>Number of pupils eligible for PP+</b>	3

**Attainment and Progress** (the PPG cohort is a very small percentage of the overall school cohort. Therefore, care needs to be taken when evaluating the attainment and progress results since each child represents a very large percentage of the total)

#### Attainment of pupil premium children 2022-23

Year Group	REA		WRI		MAT	
	Below	Expected	Below	Expected	Below	Expected
1	33.33% -1	66.67% -2	33.33% -1	66.67% -2	33.33% -1	66.67% -2
2	100.00% -2		100.00% -2		100.00% -2	
4		100.00% -4		100.00% -4		100.00% -4
5	100.00% -2		100.00% -2		100.00% -2	
6		100.00% -2		100.00% -2		100.00% -2

#### Progress of pupil premium children 2022-23

<b>Average - Pupil Premium</b>	5.85	6.23	6.64
<b>Average - all children</b>	6.23	6.22	6.07
<b>Girls - Pupil Premium</b>	6	5.57	6.8
<b>Girls - all children</b>	6.2	6.26	6.19
<b>Boys - all children</b>	6.26	6.19	5.94
<b>Boys - Pupil Premium</b>	5.67	7	6.5
<b>SEN - all children</b>	5.4	5.88	5.68
<b>SEN - Pupil Premium</b>	4.8	6.6	6.25
<b>EAL - all children</b>	7	6	6.14
<b>Not EAL - all children</b>	6.18	6.24	6.06



## Absences 2022-23 – pupil premium vs all children

Year	Total Absences - Pupil Premium			Total Absences - all children		
	Students	No.	%	Students	No.	%
R	1	30	8.33	31	414	3.9
1	3	63	5.8	30	360	3.32
2	2	276	39.32	28	626	6.59
3	0	0	0	29	259	2.54
4	4	102	7.04	29	355	3.81
5	2	5	0.71	29	327	3.38
6	2	28	3.93	30	586	5.5
Total	14	504	10.06	206	2927	4.13

## National assessment data for Pupil Premium children 2022-23

### Year 1 Phonics 2022-23

Estab. No.	Estab. Name	Cohort	Mark							Outcome				
			No Score	0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	WA
-	Local Authority	790	4.1%	13.4%	6.2%	4.9%	27.5%	43.9%	31.1	0.0%	0.0%	4.2%	24.4%	71.4%
2020	Alma Primary	3	0.0%	0.0%	33.3%	0.0%	33.3%	33.3%	30.7	0.0%	0.0%	0.0%	33.3%	66.7%





### Year 4 Multiplication Tables Check

Estab. No.	Estab. Name	Cohort	Eligible <sup>1</sup>	Score						Average Score <sup>3</sup> (out of 25)
				No Score <sup>2</sup>	0-5	6-10	11-15	16-20	21-25	
-	Local Authority - Barnet	1,055	1,024	5.9%	2.1%	6.3%	10.5%	18.5%	56.7%	20.0
3022020	Alma Primary	4	4	0.0%	0.0%	0.0%	25.0%	50.0%	25.0%	18.0







### Key Stage 2 – Pupil Premium cohort (2 children)

#### ATTAINMENT & ASSESSMENTS

Subject	Level	Alma Primary (2020)		Local Authority - Barnet	
		Value		Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	100.0%	<div></div>	54.9%	+45.1%
	GDS/High Score	0.0%	<div></div>	4.6%	-4.6%
Reading	≥Exp.Std.	100.0%	<div></div>	69.9%	+30.1%
	High Score	0.0%	<div></div>	20.9%	-20.9%
Writing (TA)	≥EXS	100.0%	<div></div>	68.9%	+31.1%
	GDS	0.0%	<div></div>	8.8%	-8.8%

Maths (test)	≥Exp.Std.	100.0% 	70.1% 	+29.9%
	High Score	0.0% 	18.2% 	-18.2%

#### PROGRESS

Subject	Level	Alma Primary (2020)	Local Authority - Barnet	
		Value	Value	Gap
Reading	Avg. Prog. Score	2.16 	0.47 	+1.69
	Conf. Int.	±8.72 -6.56 to +10.88	±0.37 +0.10 to +0.84	n/a
Writing	Avg. Prog. Score	2.87 	0.95 	+1.92
	Conf. Int.	±8.38 -5.51 to +11.25	±0.36 +0.59 to +1.31	n/a
Maths	Avg. Prog. Score	2.27 	0.81 	+1.46
	Conf. Int.	±8.20 -5.93 to +10.47	±0.35 +0.46 to +1.16	n/a

*Note:* In the 2022-23 year, there was an individual Pupil Premium child in Reception and an individual child in Year 2, so this data is not shared publicly.

## Externally provided programmes

Programme	Provider
Speech and Language	IAT team plus LA
Social and Emotional	IAT team
Educational Psychologist support	Educational Psychologist
Play/Art Therapy	Norwood
Consultancy work:	Mathematics Consultant
SEN	BPSI LA
Safeguarding	LA; Education Child Protection; Childline
Autism support	Autism Advisory Team
Trauma and Loss	Grief Encounter

<b>Barriers to future attainment</b> <i>(for pupils eligible for PP)</i>
<ul style="list-style-type: none"> <li>A number of pupils eligible for Pupil Premium have complex SEN needs</li> <li>Many pupils eligible for Pupil Premium have lower base-line scores in Reading, Writing &amp; Maths and are working below the expected standard for their age – often due to SEN needs.</li> <li>Some children eligible for Pupil Premium experience difficulties with their emotional health and need pastoral support</li> <li>Some children eligible for Pupil Premium do not experience a range of enrichment experiences outside of school because of additional costs attached.</li> </ul>