

# Pupil premium strategy statement Sept 21 to Aug 25

## Autumn 2023 Update



This statement details our school's 3-year plan for the use of pupil premium and recovery premium funding to help improve the attainment of our disadvantaged pupils. The plan covers the 3 academic years 2021\_2022, 2022\_2023, and 2023\_2024

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	Alderley Edge Community Primary School
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	5.6 %
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 Year plan
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mrs L Walsh
Pupil premium lead	Lesley Sym
Governor / Trustee lead	Katie Bjerkan

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,830
Recovery premium funding allocation this academic year Please note – School Led Tutoring funding is not included in this report as it is reported separately.	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£22,830

# Part A: Pupil premium strategy plan

## Statement of intent

***At Alderley Edge Primary School, we have high aspirations and ambitions for our children and we believe that no child should be left behind.***

*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 children in receipt of pupil premium receive targeted support to achieve high levels of progress so they maximise their potential both academically and socially.*
- *Provide a broad and balanced curriculum that inspires children to maximise their potential.*
- *Provide all children with an exciting range of experiences and opportunities to recognise their own qualities regardless of need, ensuring that there is equality of opportunity.*

***We will provide a culture where:***

- *Staff believe in ALL children*
- *There are “no excuses” made for underperformance*
- *Staff adopt a “solution-focused” approach to overcoming barriers*
- *Staff support children to develop “growth” mind-sets towards learning*
- *Deal with non-academic barriers to success in school such as attendance, behaviour and social and emotional.*

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate <b>under-developed oral language skills and vocabulary gaps</b> among many disadvantaged pupils. These are evident from Reception through to KS1
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have <b>greater difficulties with phonics</b> than their peers. This negatively impacts their development as readers.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by <b>partial school closures</b> to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in knowledge gaps leading to pupils potentially falling further behind age-related expectations, especially in writing, handwriting and spelling. Therefore, the attainment for pupil premium children to be brought in line with that of other children thereby diminishing the difference. Pupil Premium pupils make at least the expected progress in reading, writing, maths and combined RWM.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for pupil premium pupils, notably due to a lack of enrichment opportunities due to <b>financial deprivation</b> . These challenges particularly affect disadvantaged pupils, including their attainment.  Emotional and social well-being - Overcome lack of resilience by becoming emotionally healthy and confident learners

## 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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes show that disadvantaged pupils will meet (at least) the expected standard.
Children in receipt of pupil premium make the same or better progress compared to non-pupil premium children of a similar ability	Children make good or better progress in all subjects.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Children are supported emotionally, behaviourally and socially to enable them to be happy in school and maximise their potential. Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

## 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: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium</p>	<p>THE EEF GUIDE TO THE PUPIL PREMIUM – Key principle 3.</p> <p>A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust’s 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.</p> <p><a href="https://tdtrust.org/">https://tdtrust.org/</a>  <a href="https://leadinglearning.co.uk/">https://leadinglearning.co.uk/</a></p> <p>Quote from Case Study from EEF PP Guidance - Above all, we prioritise effective teaching. Weekly individual coaching sessions help to support teachers and subject-specific CPD improves the quality of our pedagogical content knowledge. Improving teaching raises outcomes for all, but is disproportionately beneficial for the most disadvantaged, so it is always the best place to start.</p>	1, 2 and 3
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</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 or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4
<p>Continue to monitor, update and train staff in our <a href="#">DfE</a></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading</p>	2

<a href="#">validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	(though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	4
Detailed scrutiny of school's data to identify barriers to learning and put in place a targeted support programme for each individual PP child	OFSTED report 2014 on Pupil Premium Progress - Own knowledge of children	2

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

Budgeted cost: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 extension tuition is provided for PP in reading, writing and maths	Teaching and Learning Toolkit (EEF) High impact, high cost with extensive evidence EEF score +5  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a>	2

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a>	
<p><i>Phonics Tuition – additional small group or 1:1 Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress.</i></p>	<p>Teaching and Learning Toolkit (EEF) Moderate impact, low cost with extensive evidence EEF score +4</p> <p>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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1 and 2

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding allocated on an individual basis for school visits, family support, outdoor learning and uniform	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	4
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	2, 3, 4

<p>pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p><i>Close monitoring of attendance and targeted support to tackle lateness and attendance for certain PP children</i></p>	<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p>	<p>1,2,3 and 4</p>

**Total budgeted cost: £ 23,000**

## 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 2021 to 2022 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 see below the other pupil evaluations undertaken during the 2021 to 2022 academic year.*

#### **Whole school base lining:**

*NFER test*

*Years 1 – 6*

*Maths x 3 papers*

*Reading*

*Years 3 – 6*

*Spelling*

*Grammar and punctuation*

*Year 1 and 2*

*SWST test 3 x a year*

*All above twice a year, January and June*

*CAT Test Years 2 and 4 in October*

#### **Outcomes of 2022/2023 Strategy Plan:**

- Marking shows PP children's books are given quality feedback that PP children respond to.
- Average attainment and progress, whole school - in all 3 core subjects PP children ahead or in line with non-PP children.
- Feedback from teachers and PP survey revealed - PP children are able to express how they learn best vs what prevents a barrier to their learning. L2L reward scheme has had a positive impact on PP children's attitude to meta-cognition. This is also relevant to all children.
- Phonics screening – National Average 81%

#### **Phonics Y1/Y2**

**Percentage of children meeting the expected standard at the end of year one and two**

	<b>National 2022</b>	<b>AECPS 2023</b>
<b>Year One</b>	75%	90%
<b>Year Two</b>	87%	100%

**100% of PP children passed**

## Multiplication Table Check

### Multiplication Tables Check (MTC Y4)

	National 2022	AECPS 2023
25	27%	37%
24+	39%	51%
23+	46%	66%
21+	51%	74%
Below 20	49%	26%

100% of PP children achieved 22+

### Key Stage One (Year 2)

#### Percentage of children meeting the expected standard at the end of key stage one (Y2)

	National 2022	AECPS 2023
Reading	67%	83%
Writing	58%	80%
Maths	68%	83%

#### Percentage of children exceeding the expected standard

	National 2022	AECPS 2023
Reading	18%	47%
Writing	8%	20%
Maths	15%	47%

100% of PP children met expected in maths.

One PP child did not meet expected in reading.

### Key Stage Two (Year 6)

#### Percentage of children meeting the expected standard at the end of key stage two (Y6)

	National 2023	AECPS 2023
Reading, Writing and Maths *	59%	77%
Reading	73%	80%
Writing	71%	83%
Maths	73%	90%
Grammar, Punctuation & Spelling (GPS)	72%	90%

100% of PP children met expected in all 4 subjects and 20% of PP children achieved greater depth in all 4 subjects.

- All children in receipt of PP continued to have full access to school life by funding the following: school visits, funded clubs, (priority on non-funded clubs), swimming lessons, music lessons, support with before and after school childcare (Squirrel club), purchasing school uniform.
- All children targeted individually for lateness and absenteeism.

Average – PP attendance 93.3%

Overall absence rate

Non-PP – 95.4%

National – 93.7%

## 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
Read to Write	Literacy Counts
Expectations in writing at the end of Year 2 and Year 6	Literacy First
Expectations in Reading at the end of Year 2 and Year 6	Literacy First

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Small group intervention
What was the impact of that spending on service pupil premium eligible pupils?	Improved attainment in teacher assessment and NFER summative assessment in maths.

**Further information (optional)**

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