

Alverton Primary School Pupil Premium Strategy Statement 2019 – 2022

Principles

We ensure that teaching and learning opportunities meet the needs of all pupils.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups.

We recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

We conform to the DfE's guidance that there is no expectation that schools should spend the grant only on eligible pupils, or on a per eligible pupil basis.

Our Pupil Premium allocation supports training and continuous development to **improve the quality of all teaching, targeting support through interventions** and supporting **whole-school strategies to improve attendance, behaviour and readiness to learn.**

School Overview

Metric	Data
School name	Alverton Primary School
Pupils in school	307
Proportion of Disadvantaged Pupils	21.5
Pupil Premium allocation this academic year	£89760
Academic year or years covered by this statement	2019 – 2022
Publish date	March 2020
Review date	July 2020
Statement authorised by	Headteacher
Pupil Premium Lead	Cathryn Wicks
Governor Lead	Terry Binns and Louise Allan

Disadvantaged pupil progress scores for last academic year

Measure	<i>Pupils eligible for PP (Alverton 2019 – 12 pupils)</i>	<i>Pupils eligible for PP (national average 2019)</i>	<i>Pupils not eligible for PP (national average 2019)</i>
Reading	-4.47 (-3.08)*	-0.62	-0.32
Writing	-1.1 (+0.68)*	-0.5	+0.27
Maths	+1.77 (+3.67)* * progress score not including one child who came to us in KS2 whose progress scores significantly affected our data.	-0.71	+0.37

Disadvantaged pupil performance overview for last academic year (2019 results)

Measure	<i>Pupils eligible for PP (Alverton 2019 – 12 pupils)</i>	<i>Pupils eligible for PP (national average 2019)</i>	<i>Pupils not eligible for PP (national average 2019)</i>
Meeting expected standard at Key Stage 2	Combined: 58% Reading: 58% Writing: 75% Maths: 75% SPaG: 75%	Combined: 51% Reading: 62% Writing: 68% Maths: 67% SPaG: 67%	Combined: 71% Reading: 78% Writing: 83% Maths: 84% SPaG: 83%
Achieving High Standard at Key Stage 2	Combined: 8% Reading: 8% Writing: 8% Maths: 33% SPaG: 33%	Combined: 4% Reading: 17% Writing: 11% Maths: 16% SPaG: 24%	Combined: 13% Reading: 31% Writing: 24% Maths: 32% SPaG: 41%

Strategy aims for disadvantaged pupils

Barrier	Aim	Target	Target Date
The current levels of attainment for some of children identified as disadvantaged may prevent them from achieving nationally expected standards at the end of a key stage and achieving their full potential.	Pupils develop detailed knowledge and skills across the curriculum and achieve well; targeted individualised support for identified Pupil Premium children enables them to achieve nationally expected standards at the end of each key stage including the EYFS.	Pupils eligible for Pupil Premium make at least expected progress relative to their individual starting points. Pupils eligible for Pupil Premium achieve expected standards at the end of each key stage in line with national expectations and relative to their individual starting points.	July annually July 2022
Some disadvantaged children enter the EYFS with low communication and literacy skills or speech and language needs.	Disadvantaged pupils make accelerated progress in the area of Communication and Language in the EYFS enabling them to better access their learning alongside their peers.	Pupils eligible for Pupil Premium make accelerated progress relative to their individual starting points in the strands of Communication and Language (Listening and Attention, Understanding and Speaking) in the EYFS.	July annually July 2022
Children need to be ready to learn and their social and emotional needs, including self-image and self-awareness, need to be met.	The school is able to address and meet children's social and emotional needs including in the EYFS.	Children's social and emotional needs are met through an effective range of support mechanisms.	July annually July 2022
Attendance rates for some pupils eligible for Pupil Premium contributes to their low attainment.	Increased attendance rates for pupils eligible for Pupil Premium.	Further reduce the Pupil Premium % of pupils who are Persistent Absentees. Overall Pupil Premium attendance improves further and is in line with that of all pupils.	July annually July 2022
Some children are not financially able to access all opportunities available to their peers; alongside this there may be a lack of aspiration and expectation from both the children themselves and from others around them.	Children eligible for Pupil Premium are able to access extra-curricular activities for which there may be a financial or aspirational barrier.	Pupil Premium children are able to access extra-curricular activities free of charge regardless of the fee which would normally apply (e.g. instrumental tuition, some after-school clubs) through the money allocated to each individual child. Children who are vulnerable or have a particular need for funding support are able to access additional financial support when they need it.	July annually July 2022
Projected spending (19 – 20)			£91628

Teaching priorities for current academic year

Aim	Target	Target Date
Reading	The % of Pupil Premium children who achieve the Expected Standard at least in line with Pupil Premium children nationally. Improve progress scores for Reading across Key Stage 2.	July 2020 annually
Writing	The % of Pupil Premium children who achieve the Expected Standard in Writing at least in line with Pupil Premium children nationally.	July 2020 annually
Maths	The % of Pupil Premium children who achieve the Expected Standard in Maths is at least in line with Pupil Premium children nationally.	July 2020 annually
Phonics	The % of Pupil Premium children who achieve the Expected Standard for Phonics is at least in line with Pupil Premium children nationally.	July 2020 annually

Remember to focus support on disadvantaged pupils reaching the expected standard in the Phonics check at the end of Year 1.

Priority	Activity
Maintain a focus on high quality teaching and learning.	Teachers receive focused and highly effective professional development; teachers' subject and pedagogical knowledge consistently build and develop, maintaining a focus on high quality teaching and learning including annual teaching and learning projects, personalised CPD, support for Early Career teachers and a focus on Teaching Assistants.
There is a rigorous approach to the reading curriculum in all year groups to enable pupils to achieve at least in line with national %.	A whole-school focus on reading ensures pupils achieve at least in line with other subjects at the end of Key Stage 2. Teachers sustain the focus on helping all pupils widen their vocabulary and achieve at a greater depth in reading. There is a rigorous approach to the reading curriculum to help younger children gain phonic knowledge and achieve at least in line with national % in the Year 1 Phonics screening. Further engage parental support and better enable parents to support their child with their learning at home (eg through workshops).
Barriers to learning these priorities address	The current levels of attainment for some of children identified as disadvantaged may prevent them from achieving nationally expected standards at the end of a key stage and achieving their full potential. Some disadvantaged children enter the EYFS with low communication and literacy skills or speech and language needs.
Projected spending (19 – 20)	£2909

Targeted academic support for current academic year

Priority	Activity
Pupils develop detailed knowledge and skills across the curriculum and achieve well.	Teacher-led Intervention in Year 6 and Year 2. Year 6 Small Teaching Groups. TA 1:1 and Small Group Interventions across the school. Phonics intervention for Year 1 and some Year 2 pupils.
Pupils in the EYFS, regardless of background, circumstances or need, achieve well.	Personalised interventions. Speech and Language support. Social and Emotional Support. Support with transition.
Barriers to learning these priorities address	The current levels of attainment for some of children identified as disadvantaged may prevent them from achieving nationally expected standards at the end of a key stage and achieving their full potential. Some disadvantaged children enter the EYFS with low communication and literacy skills or speech and language needs.
Projected spending (19 – 20)	£56711

Wider strategies for current academic year

Priority	Activity
Pupils have good attendance and come to school on time ready to learn.	Appropriate, swift and effective action for example through rigorous monitoring and meetings with parents. Breakfast Club.
Pupils' emotional wellbeing is supported by providing social and emotional support where needed.	High-quality pastoral support is provided; this includes social and emotional support (g Thrive, Thrive to Five, Outdoor Learning). Educational psychologist Behaviour Support Dreadnought Counselling
Pupils are given the knowledge and cultural capital they need to succeed in life and have access to a wide, rich set of experiences and opportunities.	Arts activities and opportunities (art, music, drama, dance). Cooking. Wider range of reading materials. £100 per Pupil Premium child to access extra-curricular activities (eg music lessons, after school clubs or trips) and to pay for uniform. Half the cost of camp is funded. Contingency funding to respond to individual need. Funding allocated to ensure the leadership of Pupil Premium is highly effective.
Barriers to learning these priorities address	Attendance rates for some pupils eligible for Pupil Premium contributes to their low attainment. Children need to be ready to learn and their social and emotional needs, including self-image and self-awareness, need to be met. Some children are not financially able to access all opportunities available to their peers; alongside this there may be a lack of aspiration and expectation from both the children themselves and from others around them.
Projected spending (19 – 20)	£32008

Monitoring and Implementation

Area	Challenge	Mitigating Action
Teaching	Ensuring enough time is given to allow for staff professional development.	Use of INSET, twilights and staff meetings. Timetabled sessions with HLTA cover.
Targeted academic support	Ensuring sufficient time is dedicated to interventions and that staff delivering these have time to prepare.	Timetable of interventions, including dedicated preparation and assessment time.
Wider strategies	Engaging “hard to reach” families.	Ensure excellent relationships between home and school and an “open door” policy. Continue to work with range of external professionals to build links.

Review: last year’s aims and outcomes

Aim	Outcome
Progress in Reading	% achieving EXS in line with previous year; progress lower. Reading is a whole-school priority in 19-20.
Progress in Writing	% achieving EXS increased from previous two years; all children targeted to achieve EXS did so. Progress higher than national PP.
Progress in Maths	% achieving EXS higher than previous two years; all children targeted to achieve EXS did so. Progress higher than national PP. 33% of PP children achieved GDS (higher than national “other”).
Phonics	% of pupils achieving the pass mark lower than in previous years; Phonics is a whole-school priority in 19-20.