

Pupil Premium Strategy Statement



Pupil premium strategy statement – Allesley Primary School

This statement details our school's use of pupil 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	408
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2024 to 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Linda Hoey
Pupil premium lead	Linda Hoey
Governor	Karl Drage

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,215
Recovery premium funding allocation this academic year	£4,930
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£57,145

Part A: Pupil premium strategy plan

Statement of intent

At Allesley Primary School, it is our intention that all pupils, irrespective of their background or the challenges they face, access the curriculum, and be engaged in and enjoy their learning. We are committed to ensuring that all pupils make the best progress that they can. The purpose of this plan is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Careful analysis of school internal data around attainment and progress means that support and intervention can be targeted in an appropriate way. Furthermore, those pupils that are already attaining well, can, via the use of funding, make accelerated progress and have their school experience enhanced through, for example, accessing extra-curricular activities and off-site visits.

This plan outlines the barriers to learning faced by some disadvantaged pupils. These barriers have been identified by looking at the school internal data and assessments, speaking to children and families and through work carried out by our learning mentor around well-being.

We have looked closely at both internal and end of key stage assessment data for any notable trends around disadvantaged pupils. Along with trends and barriers in general, we have also looked at individual need during termly pupil progress meetings between SLT and teachers.

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	<p>Internal data indicates that maths attainment among disadvantaged pupils is generally below that of non-disadvantaged pupils.</p> <p>Within this disadvantaged group, there are pupils with specific learning difficulties and EAL which might account for lower attainment overall %.</p>
2	<p>Discussions with pupils and parents indicates strongly that the pandemic had a disproportionate adverse effect upon pupils that are disadvantaged, in terms of well-being and this is still being felt.</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils following the pandemic, and also a lack of enrichment opportunities.</p>
3	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
4	<p>On entry to school, baseline assessments show that Communication and Language, PSED and PD are areas for development, and are disadvantaged children could be a concern within this area.</p> <p>Talk forms the basis of a lot of curriculum work in EYFS, so children can struggle to access the rest of the EYS curriculum and beyond if not targeted at an early stage.</p>
5	<p>Our attendance data indicates that attendance among disadvantaged pupils has been between 2-3 % lower than for non-disadvantaged pupils.</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 oral language skills and vocabulary among disadvantaged pupils, with a particular focus upon EYS.	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, and ongoing formative assessment.
Improved phonics leading to improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023 show that more % of disadvantaged pupils meeting the expected standard is broadly in line with national levels.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023 show that more % of disadvantaged pupils meeting the expected standard is broadly in line with national levels.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by the end of 2023 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by the end of 2023 demonstrated by:</p> <ul style="list-style-type: none"> • The overall unauthorised absence rate for all pupils being no more than the national % when compared to 2021 to 2022, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff to ensure assessments are interpreted and administered correctly.	Assessment lead release time	1 3 £460
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Phonic lead release time to support staff Books/Resources	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: Phonics Toolkit Strand Education Endowment Foundation EEF	3 4 £7878
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	In house Leader for Mastery of Maths. The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1 £2000
To improve the quality of social and emotional well-being, embedded	There is extensive evidence associating childhood social and	2 4 5

routine practices and supported by professional development training where appropriate	emotional skills with improved outcomes at school in later life e.g., improved academic performance, attitudes, behaviour and relationships with peers Work with our Learning Mentor	£7177
To improve Attendance	Robust monitoring of attendance with regular meetings with SLT and Office Manager to ensure the relevant children are identified and actions put in place to address this quickly and efficiently	3 £4880
Time for subject leaders to monitor their subjects, conduct research and deliver INSET where appropriate	https://my.chartered.college/impact_article/leading-the-primary-curriculum-developing-subject-leadership-and-expertise/ In his article, Leading the primary curriculum: Developing subject leadership and expertise (2020) Robbie Burns states- ' <i>Senior leaders empower subject leaders to become experts in their area, even if they would not consider themselves 'experts' before taking on their role..</i> '	1 3 4 £7200

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers/HLTAs to be released from their classes for a session a week to deliver quality, bespoke Intervention in Reading/Phonics, Maths and	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition The EEF have found that well-trained staff can deliver well-planned intervention that is targeted towards an individual's specific needs, and that this can accelerate learning. Targeted Boosters for English and Maths	1 2 4 £8000

Communication and language development		
Embedding learned Reading, Writing and Maths skills and addressing misconceptions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions#:~:text=Teaching%20Assistants%20delivering%20targeted%20interventions&text=This%20approach%20typically%20involves%20a,the%20form%20of%20structured%20interventions. <i>'Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact'- EEF</i> Teaching Assistants working with small groups and individuals to deliver bespoke and well-planned interventions.	1 3 4 £15732

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor working with children 1 to 1 delivering interventions relating to well-being, or 'checking in' at regular intervals.	<p><i>So, what do we mean by learning behaviours? A learning behaviour can be thought of as a behaviour that is necessary in order for a person to learn effectively in the group setting of the classroom (Ellis and Todd, 2018).</i></p> <p>Our learning Mentor in school works closely with children that require emotional or behavioural support to access the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p><u>Outcomes from the above research shows that:</u></p> <p>'Social and emotional learning approaches have an impact, on average, of 4 months additional progress in academic outcomes over the course of an academic year. '</p>	2 5 Included in previous learning mentor roles and duties
Supplementing the costs of	<p>When mentioning enriching type activities, the EEF states that <i>'There is growing evidence that these skills are important to children's later outcomes'</i>. EEF</p>	2

school trips	<p>We feel that all pupils should have access to the same experiences that are provided by school, and that no one should be excluded</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	£3792
Supplementing the cost of extra-curricular activities	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</p> <p>Dame Martina Milburn of The Social Mobility Commission, stated in <u>Field- Extra-Curricular Activities, Soft Skills and Social Mobility:</u></p> <p><i>'Findings from previous research suggest extracurricular activities developing soft (especially social) skills as well as being associated with positive outcomes (e.g. achievement, attendance at school).'</i></p>	2 £275
Staff Training and Resources	<p>Staff undertake appropriate CPD to ensure they feel best equipped to deliver best quality teaching and to support the children affectively. This leads to better staff well-being -</p> <p>Staff wellbeing had a statistically significant impact on the SATs results of English primary schools.</p> <p>Teacher enjoyment was linked with a higher value added measure of primary pupil performance.</p> <p>https://welbee.co.uk/wp-content/uploads/2021/07/wellbeing-evidence.pdf</p>	1 3 £1000
Attendance team have time to meet and discuss individual pupils whose attendance is falling	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice- attendance team</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing a new member of the admin team to improve attendance.</p>	5 Allocated in time above.
Training from outside agencies delivered to staff to enhance skills on	<p>Refer to previous guidance and research about the merits of CPD and also social and emotional learning opportunities</p> <p>SEMHL-Emotion Coaching</p> <p>Complex Communication Team- why do children mask in school?</p>	2 £150

behavior and well- being of pupils		
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Total budgeted cost: £ £58,544

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Cohort Information for the end of Key Stage 2 - 2021 to 2022

Characteristic	Number in Group	% of Group
Pupil Premium Year 6	3	5%

Pupil Premium Cohort Performance for end of Key Stage 2-2021 to 2022- Reading and Maths

Measure	Attainment	
School	105.8 Scaled Score	67% Expected standard and above
National	101.4 Scaled Score	42% Expected standard and above

Between 2020 and 2021, the National Disadvantage Gap Index rose to 3.21, up from 2.91 in 2019. It is the highest figure since 2012, when the gap was 3.23. This illustrates the gap between disadvantaged and non-disadvantaged. The gap in school is less than the national gap. However, there is still a gap and we have been committed to closing this.

All pupils are assessed using a combination of standardised tests and less formal assessments. Any intervention delivered to close gaps in learning is carefully planned and assessed for impact.

Last year, we chose to use a combination of pupil premium funding, Recovery Premium and the School Led Tutoring grant to close these gaps. Reliable, familiar and regular supply cover was used to support classes, while class teachers and

HLTAs delivered bespoke interventions that matched the needs of the pupils closely.

We also supported pupils behaviourally and emotionally via our Learning Mentor and our externally purchased school counsellor that came into school weekly.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
External counselling service purchased - provided quality counselling once a week	Sophie Bellamy Sensus Therapy Service
National Tutoring Programme to provide tutoring for years 4 and 5	Part time internal staff to provide quality first teaching
Boomerang Well-being Training	NHS

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

The impact of that spending on service pupil premium eligible pupils

Further information (optional)