

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Alderman Pounder Infants and Nursery School
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	30.69%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	LGB
Pupil premium lead	Sue Ingram
Governor / Trustee lead	Rachel Van Krimpen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,349.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£85,349.00

Part A: Pupil premium strategy plan

Statement of intent

At Alderman Pounder, we believe all pupils, irrespective of their contexts, are entitled to achieving well in all aspects of school and later life. We believe that both a child's health and wellbeing and their academic achievements are of paramount importance. We want our children and families to feel supported, ensuring all children attend well, are school-ready, with the equipment they need to achieve the highest possible outcomes. We believe in working closely together with our families to co-construct the support that children need. This includes making sure families know who they can speak to if they require additional support at any time.

We provide a valuable and engaging curriculum, underpinned by our curriculum principles (LEAVES: Language rich, Experiential, Aspirational, Valuable, Engaging, Sequential) which enables all learners to enjoy, achieve, become independent and self-motivated. These principles have been carefully chosen and are driven to combat the potential barriers that all children, but particularly those eligible for pupil premium may face. All pupils will achieve well, building on their prior knowledge, including those who have higher starting points. We achieve this through quality first teaching and our mastery approach which has been informed by leading educational research (e.g. Rosenshine and Sweller). We know quality first teaching has the greatest impact on progress and attainment of all pupils, particularly for some children who are eligible for pupil premium. We have a focus on a language-rich curriculum including through phonics, early reading and writing as this underpins learning in all areas and has been impacted as children have had reduced early life experiences due to Covid and ensuing lockdowns can be seen as a contributing factor. This deliberate choice has been made as we recognise the value of children, particularly those who may be disadvantaged, learning to read from an early age, thus unlocking the rest of the curriculum.

We promote social and emotional development and encourage all children to participate in all aspects of school life, for example, ensuring all children engage in extra-curricular activities. We want all children to participate in decision-making and make a positive contribution to school and the wider community by providing a variety of formal and informal forums for children to share their voice and be celebrated. We ensure our children's government represents a variety of groups and aspects within our school.

We model a respectful, compassionate and positive attitude towards others. We actively challenge derogative language or attitudes, in an appropriate way. We expect all children to embody British Values and act as responsible ambassadors for Alderman Pounder.

At Alderman Pounder, we 'make a difference as we grow together' and we want all our children to leave our school embodying these values:

- Aspiration
- Creativity
- Confidence
- Enjoyment
- Perseverance
- Pride
- Responsibility

Challenges

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

Challenge number	Detail of challenge
1	Some children require additional support and opportunities to develop emotional resilience and cooperation skills.
2	Some families may have challenging circumstances, particularly in the current financial climate. These vulnerabilities can sometimes result in inconsistencies in routines. We know that children thrive when they feel safe and experience positive familiarity and consistency. These families may need further support so children are school ready, attend regularly and achieve well socially, emotionally and academically.
3	The use of ambitious language and the retention of this is one of our curriculum principles and one of our core priorities for this year for all children, particularly those who do not have rich, regular exposure to this through high-quality texts.
4	Some children do not have the precursory skills required to retain phonetical codes and confidently apply these. This includes understanding alliteration, discriminating between sounds, hearing rhythm and rhyme as well as converting these from working memory into long term memory.
5	We recognise some of our children do not have a rich cultural capital to draw upon in their lives and learning, making it more difficult for them to link concepts and support their learning across the whole curriculum.

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
<p>REGULATION Emotional health & well-being of all our children: our Pastoral Lead will continue to support the emotional health and well-being of all our children, with particular focus on that of our children eligible for PP.</p>	<p>Pastoral Lead will successfully be running specific interventions to meet specific needs, especially in relation to ELSA. Feedback will show the positive impact the Pastoral Lead is having on children and other stakeholders. Evidenced through case studies of individual children. Observations of these children in class and around the school will show that children are full engaged and achieving well socially, emotionally and academically. Boxall assessments (used with children with significant social emotional needs) will show progress in identified areas.</p>
<p>ATTENDANCE Attendance rates for PP children improve in line with others.</p>	<p>Attendance for PP children will exceed 96%. There will not be a gap between the attendance of disadvantaged pupils and their non-disadvantaged peers. Persistent absence will be reduced to >8%.</p>
<p>LANGUAGE All children, particularly those eligible for PP, develop a greater range of ambitious vocabulary and use appropriate and extended grammatical structures. This improvement in spoken language translates to their written work, where they make progress in line with others and national.</p>	<p>Planning shows high expectations of vocabulary and grammatical structures, and these are taught systematically and consistently. Observations in the classroom show that teachers effectively model language skills; the children speak in accurate grammatical structures and use new learnt language appropriately. Work samples show that the children are translating their oral learning of vocabulary into their writing. Teachers will be delivering all stages, but particularly the immersion stage of the writing sequence highly effectively.</p>
<p>PHONICS PP results in reading, phonics and other areas will improve. Statistics for reading and phonics will show an improvement for PP children from last year in line with others.</p>	<p>Observations and work scrutiny will show children are evidently gaining phonics and reading knowledge and are applying this in other lessons, including English. The percentage of Y1 PP children passing the phonics screening will at least in line with national for all pupils. The percentage of KS1 PP children achieving ARE and greater depth in reading will improve.</p>
<p>CULTURAL CAPITAL Children eligible for PP take an active part in the wider aspects of school life, including extra-curricular and enrichment activities. As a result, they have greater culture capital, which they can draw on their learning.</p>	<p>Half-termly analysis of attendance at extra-curricular will show that all children eligible for PP have attended an extra-curricular activity during academic year. Children's work samples will show the children are including ideas from their wider experiences. The number of children working at greater depth across the curriculum will increase. Children will be confident to take part in rational discussion and debates, drawing upon their wider experience and growing cultural capital.</p>

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: £37,189

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>LANGUAGE</p> <p>All classes will follow our curriculum principles of LEAVES, with a particular focus on the Language Rich element. Staff will plan for ambitious vocabulary, which will be taught, modelled and heard.</p> <p>Quality First Teaching strategies will be used consistently to ensure age related outcomes in all areas.</p> <p>Key vocabulary and core knowledge linked to our enquiry focus will be on display clearly around the classroom for children to refer to. Children will have new vocabulary taught and shown in blue to signify it as new vocabulary, and previously taught vocabulary in black.</p> <p>Stem sentences and consistent modelling will be repeatedly used to support children with lower language development and reduce cognitive load. This will also support classroom learning for independent tasks, encouraging children to take ownership of their written work.</p> <p>Enquiry boards will show a journey through the enquiry learning and support children with recall of this core knowledge.</p> <p>Picture hooks and daily learning is referred back to consistently.</p> <p>The writing sequence CPL with Theresa Heathcote will be used to support quality first teaching, particularly in the immersion stage of the teaching sequence.</p>	<p>EEF T&L Toolkit</p> <p>Oral Language Interventions (+6)</p> <p><i>Oral language interventions refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</i></p> <p><i>Oral language approaches might include:</i></p> <ul style="list-style-type: none"> • <i>targeted reading aloud and book discussion with young children;</i> • <i>explicitly extending pupils' spoken vocabulary;</i> • <i>the use of structured questioning to develop reading comprehension; and</i> • <i>the use of purposeful, curriculum-focused, dialogue and interaction.</i> <p>There is evidence to show that children use display boards when these are regularly accessed and updated by the class teacher. Children take ownership of their learning when they have had an involvement in the classroom environment.</p> <p>EEF Early Years Toolkit</p> <p>Communication & Language Approaches (+7)</p> <p><i>Communication and language approaches involve intentionally acting to develop young children's understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. They are based on the idea that children's language development benefits from approaches that support communication through talking and non-verbal expression.</i></p> <p>EEF Early Years Toolkit</p> <p>Early Literacy Approaches (+4)</p> <p><i>Early literacy approaches aim to improve young children's skills, knowledge or understanding related to reading or writing. Common approaches include:</i></p> <ul style="list-style-type: none"> • <i>storytelling and group reading;</i> 	<p>3</p>

	<ul style="list-style-type: none"> • activities that aim to develop letter knowledge, knowledge of sounds and early phonics; and • introductions to different kinds of writing. 	
PHONICS & LANGUAGE CPD time for teachers including Course/Training and development costs to improve quality of T&L. CPD includes English PLCs, Early Reading PLCs, as well as Teaching & Learning PLCs.	Quality First Teaching has a significant impact on pupil progress, which is why providing cover time to undertake professional development for staff is a priority.	3, 4
PHONICS No Nonsense Phonics Programme This will provide a systematic and rigorous approach to phonics teaching and pupil practice from code to word to text level with a content-rich vocabulary, developing comprehension and evoking imagination. It will also support pupils to develop fine motor control through the teaching of daily handwriting linked to the alphabetic code.	EEF T&L Toolkit Phonics Approaches (+5) <i>Evidence shows that phonics has a positive impact overall and that it is an important component in the development of early reading skills, particularly for those children from disadvantaged backgrounds.</i>	4
LANGUAGE CPL throughout the year to maintain high standards and visibility of children in receipt of Pupil Premium.	EEF effective professional development guidance report <i>Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. The mechanisms of professional development:</i> <i>A: Building knowledge</i> <i>B: Motivating teachers</i> <i>C: Developing teaching techniques</i> <i>D: Embedding practice</i>	3
ATTENDANCE 25% contribution towards Employee Assistance Programme to support staff retention	Guidance: School workload reduction toolkit, DFE Consistency and continuity of staff supports positive relationships, which can impact pupil attendance.	2
LANGUAGE 0.5 in-class support through deployment of HLTA	EEF T&L Toolkit Teaching Assistant Interventions (+4) <i>Teaching assistants can provide a large positive impact on learner outcomes.</i> EEF Making Best Use of Teaching Assistants <i>Guidance to help primary and secondary schools make the best use of TAs</i>	3

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

Budgeted cost: £10, 699

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>PHONICS Daily phonics interventions are targeted at those children who find acquisition and application of phonics codes challenging through deployment of HLTA through the use of PP funding.</p>	<p>EEF T&L Toolkit Small Group Interventions (+4) <i>Small group tuition is an effective intervention, which is most effective if it is targeted a children's specific needs. Small group support can be effectively targeted at pupils from disadvantaged backgrounds. Small group tuition offers an opportunity for greater levels of interaction and feedback and can support children in overcoming barriers to learning and increase their access to the curriculum.</i></p>	4
<p>REGULATION & ATTENDANCE Our Pastoral Lead will support children with specific needs, particularly those eligible for Pupil Premium or with potential barriers.</p>	<p>EEF T&L Toolkit Metacognition and Self-regulation (+7) <i>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</i> <i>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</i></p> <p>EEF T&L Toolkit Social and Emotional Learning (+4) <i>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</i></p> <p>EEF Early Years Toolkit Social and Emotional Learning Strategies (+3) <i>Social and emotional learning (SEL) strategies seek to improve learning and wider child development by improving children's social and emotional skills. They can be contrasted with approaches that focus explicitly on the academic or cognitive dimensions of learning. SEL strategies might seek to improve the ways in which children interact with their peers, parents or other adults and are often linked with self-regulation strategies and behavioural interventions.</i></p>	1 & 2

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

Budgeted cost: £47,302

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>REGULATION & ATTENDANCE</p> <p>Our Pastoral Lead will support families with specific needs, signposting them to additional outside support as needed and/or appropriate.</p> <p>Headteacher, Extended Services Manager and teachers to monitor attendance weekly.</p> <p>Strategies are put in place including involvement where the child is persistently absent, at risk of persistent absence or has poor punctuality.</p> <p>Our Extended Services Manager will continue to work with our most vulnerable families to support them to get children into school and on time.</p>	<p>EEF Early Years Toolkit Parental Engagement (+4)</p> <p><i>Research has shown that actively involving parents in supporting their children's learning and development can positively impact children's progress, especially in early years.</i></p> <p>Relationships with parents is key to good attendance, alongside emphasising the impact of poor attendance. Last year has shown the importance of helping parents get appropriate help and support across a range of issues, in order for them to be able to engage well with school and staff, especially our Pastoral Lead. We have been able to identify some of the reasons behind poor attendance and start to address them with specific vulnerable families, including some significant mental health issues.</p>	<p>1, 2</p>
<p>CULTURAL CAPITAL</p> <p>A range of enhancing extra-curricular activities to improve cultural capital will be offered during and at the end of school day. Some of these activities will be free of charge and all others will be financially supported for those unable to make financial contributions.</p>	<p>To narrow the gap of cultural capital between pupils in our catchment, it is vital that we offer over and above the additional activities that will encourage children's confidence and wider experiences. This will play an important role in their learning journey, as children will draw upon these experiences in everyday life.</p>	<p>5</p>

Total budgeted cost: £85,349.00

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 2023 - 2024 academic year.

Phonics interventions took part daily for those in need of additional support. The pass rates for the PSC for year 1s were 82% and for Year 2 resits were 86%. Strategies we are employing are effective and need to continue into the following academic year, in order to see similar and higher levels of success.

The new English writing sequence continues to be effective at encouraging language development for children whose have reduced opportunities for language development at home. New staff next year have taken part in the training, ensuring consistency and ensuring high quality teaching in English. Writing continues to be an area of high priority for the school into the next academic year, with the gap between disadvantaged children's attainment and others closing, but not at the pace we would like.

Children's attendance at after school clubs and enriching experiences continues to be carefully targeted. This commitment to ensuring the cultural capital gap decreases continues to be a high priority.

Those identified as doubly disadvantaged (for example, eligible for PP and identified as having SEN needs) are at higher risk of not meeting the expected standard. Priority has been given for effective teaching and learning following the high-quality teaching strategies, including modelling, scaffolding strategies and flexible use of 1:1 support and additional adults into next year.

Externally provided programmes

Programme	Provider
NNPs	Phonics International
WellComm	GLS
ELSA website	www.elsa-support.co.uk
Super Sounds	The Phonics Lady
Complete PE	www.portal.completepe.com
Next Level Sports	www.nextlevelsportsltd.com