

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	219
Proportion (%) of pupil premium eligible pupils	28.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2019-2023
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	LGB
Pupil premium lead	Corrinne Gallop
Governor / Trustee lead	Sally Antcliff

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,651
Recovery premium funding allocation this academic year	£8700
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	£82,351

# 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, including those 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. 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, including those who are disadvantaged. 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, including those eligible for pupil premium.

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, including those eligible for pupil premium, 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's emotional wellbeing, resilience and cooperation skills are not sufficiently developed, inhibiting their regulation in the school environment.
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	Ambitious language is one of our curriculum principles and one of our core priorities for this year for all children, particularly those who we know do not have rich, regular exposure to ambitious vocabulary and 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 them unable to reflect and utilise this knowledge to support their learning across the whole curriculum, in order to support these children to take part in debates and discussions.

## 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
Emotional health & well-being of all our children: our Child & Family Support Worker 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.	Child & Family Support Worker will successfully be running specific interventions to meet specific needs, especially in relation to ELSA. Feedback will show the positive impact the Family Support Worker 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.
Attendance rates for PP children improve in line with others.	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>All children, particularly those eligible for PP, develop a greater range of ambitious vocabulary and use appropriate and extended grammatical structures.</p> <p>This improvement in spoken language translates to their written work.</p>	<p>Planning shows high expectations of vocabulary and grammatical structures, and these are taught systematically.</p> <p>Observations in the classroom show that teachers effectively teach language skills; the children speak in accurate grammatical structures and use new learnt language appropriately.</p> <p>Work samples show that the children are translating their oral learning of vocabulary into their writing.</p> <p>Teachers will deliver the immersion stage of thw writing sequence highly effectively.</p>
<p>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.</p> <p>The percentage of Y1 PP children passing the phonics screening will at least in line with national for all pupils.</p> <p>The percentage of KS1 PP children achieving ARE and greater depth in reading will improve.</p>
<p>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 shows that all children eligible for PP have attended an extra-curricular activity during academic year.</p> <p>Children’s work samples show the children are including ideas from their wider experiences.</p> <p>The number of children working at greater depth across the curriculum increases.</p> <p>Children are 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: **£30,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Classrooms and planning support a language rich environment to ensure children are hearing, modelling and using ambitious vocabulary and grammatical structures.</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. Picture hooks and</p>	<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>Blatchford the “degree of involvement (in design) is likely to be proportional to the later interest children show”</p>	<p>3</p>

<p>daily learning is referred back to consistently.</p> <p>All staff will attend the writing sequence CPL with Theresa Heathcote to support quality first teaching, particularly in the immersion stage of the teaching sequence.</p>		
<p>Provocation boards will be used as a reference point for Teachers in the Early Years to encourage deeper discussions between pupils and staff and ensure quality first teaching strategies are regularly employed.</p>	<p><i>Evidence from Swellers' cognitive load theory and from Clarke and Chalmers extended mind theory show that in order for children to have increased capacity within working memory, cognitive offloading sometimes needs to take place. i.e. Situating key words and vocabulary on a permanent point of reference.</i></p>	3
<p>The no nonsense phonics scheme 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.</p> <p>It will also support pupils with potential motor control through the teaching of daily handwriting linked to the alphabetic code.</p> <p>In Early Years, a new research informed approach to the delivery of phase 1 phonics will be implemented.</p>	<p><b>EEF T&amp;L Toolkit</b> <b>Phonics Approaches (+5)</b></p> <p><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></p>	4
<p>Wellcomm assessments are used with all Early Year's children to identify gaps in children's use of language. This informs the provision and planning across Early Years.</p>	<p><b>EEF T&amp;L Toolkit</b> <b>Oral Approaches (+6)</b></p> <p><i>Research shows that oral approaches can help children make 6 month additional progress. Greatest progress is made when the language connects with the curriculum. It may help to focus on speaking and listening activities separately where needed to meet particular needs. ELKLAN explains that children need to have well-established interaction and attention skills in order to develop excellent expressive skills.</i></p>	3
<p>Early Year's staff use research-informed strategies to engage children in language-rich play experiences. Staff develop children's interaction, language and attention skills.</p>		3
<p>Provide additional teacher in Year 1, reducing class size, providing extra teaching time per child and more opportunities for targeted interventions, pupil</p>	<p><b>EEF T&amp;L Toolkit</b> <b>Reduced Class Sizes (+2)</b></p> <p><i>There is evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective</i></p>	

<p>led discussions and precision feedback.</p>	<p><i>approach during the early stages of primary school. The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive.</i></p>	
<p>A wide range of experiences will be incorporated into the curriculum to support children in building cultural capital e.g. visitors, workshops and educational visits.</p>	<p><i>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. It is also intrinsically linked to our curriculum values of aspiration and ambition for all pupils.</i></p> <p><b>People like us – what it takes to make it in modern Britain.</b></p> <p><i>“Poverty of ambition”</i></p> <p><i>OECD – Young children in Britain are among the most illiterate in the modern world</i></p> <p><i>Somebody who has A levels is 20% more likely to exit poverty, and 25% more likely not to return.</i></p> <p><i>In the 2017 study of social mobility, Nottinghamshire was the second worst cold spot for social mobility.</i></p> <p><i>Hart and Risley - After four years these differences in parent-child interactions produced significant discrepancies in not only children’s knowledge, but also their skills and experiences with children from high-income families being exposed to 30 million more words than children from families on welfare.</i></p> <p><i>National Curriculum.</i></p>	<p>5</p>
<p>Pupil Premium Lead will deliver CPL, coach and mentor all staff throughout the year to maintain high standards and visibility of children in receipt of Pupil Premium.</p>	<p><b>Instructional coaching</b></p> <p><b>Professional development (eef)</b></p>	<p>All</p>

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

Budgeted cost: £22,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily phonics interventions are targeted at those children who find acquisition and application of phonics codes challenging.	<p><b>EEF T&amp;L Toolkit</b>  <b>One to one tutoring (+5)</b></p> <p><i>On average, one to one tuition is very effective at improving pupil outcomes. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact.</i></p> <p>Children who participated in 1:1 tuition last year made excellent progress, particularly when this tuition was completed daily.</p>	4
Wellcomm assessments inform and direct interventions for those children who have been identified as having gaps in their expressive and receptive language skills.	<p><b>EEF T&amp;L Toolkit</b>  <b>Oral Interventions (+6)</b></p> <p><i>Oral language approaches have a high impact on pupil outcomes. Evidence shows that it is important that language activities are matched to learner's current stage of development so that it extends their learning. This resource allows for accurate assessment allowing staff to match activities appropriately.</i></p>	3
National tutoring taking place after school will target gaps in children's learning, particularly for children transitioning out of key stage 1.	<p><b>EEF T&amp;L Toolkit</b>  <b>Small Group Interventions (+4)</b></p> <p><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>	

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

Budgeted cost: £26,900

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Our Child &amp; Family Support Worker will support families with specific needs, signposting them to additional outside support as needed and/or appropriate.</p>	<p><b>EEF Early Years Toolkit</b>  <b>Parental Engagement (+4)</b>  <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 C&amp;FSW. 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</p>
<p>Headteacher, C&amp;FSW and teachers to monitor attendance weekly. Strategies are put in place including involvement where the child is persistently absent, at risk of persistent absence or has poor punctuality. Our C&amp;FSW will continue to work with our most vulnerable families to support them to get children into school and on time.</p>		<p>2</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</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>

others will be financially supported for those unable to make financial contributions.		
Parent workshops will take place regularly to increase parental confidence in supporting their children's growing vocabulary and grammatical structures.	Parental engagement is essential to ensure continued relationships between school, pupil and staff. Parents should be equipped and feel supported by the school to deliver high quality conversations and learning to their children.	3
Early Year's parents are welcomed in to read with their children on a weekly basis to inspire of love of reading. A weekly focus will support parents in embedding language in a context.		3

**Total budgeted cost: £79,540**

## 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 2020 to 2021 academic year.

83% of families accessed services provided by our Child and Family Support Worker, including Emotional Literacy Support (ELSA), parenting support, support with uniform or food parcels. Individual case studies detail the positive impact on children's emotional levels, measured through ELSA pre and post intervention questionnaires. Observations in class show children who accessed this support were more settled and demonstrated better learning behaviours.

Our key stage 1 and foundation data shows that the gap is beginning to close between those in receipt of pupil premium and those who are not. While we are happy that the gap is closing, we recognise that there is still more work to be done.

We understand that core literacy skills are essential to achieving this. To this end, we have prioritised analysing and understanding children's potential barriers across their access to all areas of school life and how this affects their literary progress. This year's strategy includes embedding the lesson design model to ensure high quality first teaching, as well as timely interventions to ensure these children keep up with daily learning.

Funding was allocated for the implementation of the No Nonsense Phonics Scheme to improve outcomes for all children, including those in receipt of pupil premium. This programme utilises high expectations, regular repetition, and chunking new learning into small steps with opportunities to practise at each stage, in line with Rosenshine's Principles. Internal and external monitoring demonstrated that these practices are embedded, and the routines of the programme allow for pace and acceleration of learning.

We reduced class sizes in reception as we recognised the need for early intervention and support, giving children the best start to schooling. Monitoring showed this approach promoted greater teacher pupil interactions, increasing opportunities for feedback and higher quality dialogues between teacher and learner. Data showed that the gap between pupils receiving pupil premium and the cohort began to diminish.

Attendance was identified as a key area, so regular monitoring has identified the children with potential low attendance, including persistent absence. For some, this included individual support plans to improve attendance, together with referrals to outside agencies where appropriate. Individual case studies detail the impact this has had.

## Externally provided programmes

Programme	Provider
NNPs	Phonics International
WellComm	GLS
Collins Big Cat Reading scheme	Collins
ELSA website	<a href="http://www.elsa-support.co.uk">www.elsa-support.co.uk</a>
Super Sounds	The Phonics Lady

