

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	236
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers	2019-2023
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	LGB
Pupil premium lead	Victoria Blair
Governor / Trustee lead	Esther Miller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,600
Recovery premium funding allocation this academic year	£4950
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	£62,550

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 life. We believe this starts with being healthy, both physically and emotionally. We want our children and families to feel supported, ensuring all children attend well, are school-ready, with the equipment they need. This includes making sure families feel they know who they can speak to if they require additional support at any time.

We provide a valuable and engaging curriculum, which enables all learners to enjoy, achieve, become independent and self-motivated. All pupils should achieve well, building on their prior knowledge, including those who have higher starting points. We achieve this through first quality teaching and our mastery approach. We know quality first teaching has the greatest impact on progress and attainment of all pupils, including those with pupil premium. This year, we will have a real 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.

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 making a positive contribution to school and the wider community by providing a variety of formal and informal forums for children to share their voice. We ensure our children's government represents a variety of groups within our school, including those with pupil premium.

We model a respectful, compassionate and positive attitude towards others. We actively challenge derogative language or attitudes, in an appropriate way. We have the highest expectations of our children who receive pupil premium or are service children and ensure they reach their full potential in all aspects of school life.

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 have the poor phonics skills they need to provide a strong basis for decoding unknown words and struggle to show good understanding of a text through questioning.
2	Some children have low starting points, including low language levels at entry to early years due to reduced early-life experiences as a result of Covid and lockdowns.
3	Some children have missed opportunities in learning and now struggle to make connections in their learning, particularly within writing. This affects their ability to always reach their potential.
4	Pupil emotional wellbeing, escalated by Covid and lockdowns.
5	Some children have not had the same structures and routines they would usually have had and families may need further support (emotional and physical) so children are school ready, attend school regularly and engage well in school.

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 PP children.	Child & Family Support Worker will successfully be running specific interventions to meet particular 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.
PP results in reading and phonics will improve: statistics for reading and phonics will show an improvement for PP children from last year.	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 be more in line

	<p>with national for all pupils.</p> <p>The percentage of KS1 PP children achieving ARE and greater depth in reading will have improved.</p>
<p>Attendance rates for PP children will have improved.</p>	<p>Attendance for PP children will exceed 96%.</p> <p>There will not be a gap between the attendance of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Persistent absence will be reduced to >8%.</p>
<p>Improved outcomes at the end of foundation stage with a particular focus on our PP children.</p>	<p>Improved learning outcomes at the end of foundation stage compared to previous year, including those with higher starting points.</p> <p>Observations demonstrate the increased opportunities presented to all pupils, including disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</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: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To work alongside the English Hub to embed the newly adopted phonics scheme in order to improve phonics outcomes for children eligible for PP.</p>	<p>EEF T&L Toolkit Phonics (+4) <i>Phonics is an approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using phonemes or sound patterns in English. The aim is to systematically teach learners the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</i></p> <p>Having reading books completely in-line with phonics ability will better help children become more confident and fluent readers. This new decodable scheme should help all children progress in their phonics and reading ability.</p>	<p>1 & 2</p>
<p>Embed decodable reading scheme in order to improve children's decoding and comprehension skills.</p>	<p>EEF T&L Toolkit Reading Comprehension Strategies (+8) <i>Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves</i></p>	<p>1 & 2</p>

Provide additional teacher in Reception, reducing class sizes and providing extra teaching time per child (a proportion of this salary has been included from PP funding).	EEF T&L Toolkit Reduced Class Sizes (+2) <i>There is evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective 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>	2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 daily phonics intervention for those pupils at risk of not meeting age-related expectations.	EEF T&L Toolkit One to one tutoring (+5) <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> Children who participated in 1:1 tuition last year made excellent progress, particularly when this tuition was completed daily.	1
Establish small group interventions for those children who are at risk of not reaching their potential in reading, writing and Maths (post lesson intervention).	EEF T&L Toolkit Teaching Assistant Interventions (+4) <i>Teaching assistants can provide a large positive impact on learner outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</i>	3

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Our Child & Family Support Worker will support families with specific needs, signposting them to additional outside support as needed and/or appropriate.	EEF Early Years Toolkit Parental Engagement (+4) <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>	4
Our C&FSW will continue to work with our most vulnerable families to support them to get children into school and on time.	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&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.	5

Total budgeted cost: £62,800

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.

Academic Outcomes:

Due to COVID-19, performance measures have not been published for 2020 to 2021, nor have 2020 to 2021 been formally submitted. Internal Key Stage 1 data shows the following percentage increase of children pupil premium children achieving at least ARE by the end of the year compared to be the beginning:

	Percentage increase
Reading	+20%
Writing	+23.1%
Maths	+33.3%

Wider Outcomes:

During the lockdown 2021, school completed a survey of all families to ascertain how many devices, with internet access, they had. All families, who identified they needed additional resources, were provided with school equipment. Staff monitored engagement levels and on average, 85% of children with pupil premium engaged in remote learning on a purposeful level on a weekly basis.

We have really worked on developing communication between home and school. We developed our use of Class Dojo, an online communication and reward system, and last year up to 100% of parents enrolled. This formed our main method of communication with parents and continues to be successful. Across our termly parents' evenings, we had 95% of children with pupil premium in attendance.

Our Child & Family Support Worker supported 82% of our families who have children with pupil premium. This included organising food parcels, referrals to outside relevant agencies, collecting and bringing children into school and 31.6% of these children had blocks of ELSA intervention. 100% of feedback for this support was positive and individual case studies are available to show personalised impact of this support.

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
Collins Big Cat Reading Scheme	Collins
Phonics International	Phonics International

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?	Support through the C&FSW running specific interventions with targeted children. Additional interventions led by teaching assistants to address identified gaps in knowledge.
What was the impact of that spending on service pupil premium eligible pupils?	<p>Pupil voice has shown that these children feel they can speak to an adult and their friends about their feelings and emotions relating to home, moving or deployments. This supports their resilience and ability to be an effective learner and enjoy school. They have reported that they particularly like POD SQUAD.</p> <p>Across Key Stage 1, the following percentages of children achieved at least age-related expectations:</p> <p>Reading 75%</p> <p>Writing 85.5%</p> <p>Maths 85.5%</p>