

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	Alver Valley Schools
Number of pupils in school (6 th July 2022)	Infant 214 Junior 209
Proportion (%) of pupil premium eligible pupils (March 2022)	Infant 44% Junior 56%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2022 – Sept 2025
Date this statement was published	September 2022
Date on which it will be reviewed	March 2023 And 6 monthly
Statement authorised by	FGB
Pupil premium lead	Lisa Willis
Governor / Trustee lead	Steve Corless

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Infant £87,255 Junior £139,885
Recovery premium funding allocation this academic year	Infant £6852 Junior £10,984
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	Infant £ 94,107 Junior £ 150,869

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Poor language skills - expressive and receptive language that hinders pupils' ability to write, reason and explain (impacting reading, writing and poor speech development resulting in pupils who are unable to articulate phonics sounds. maths).
2	Address gaps in cultural capital that impacts pupils breath of experience and language
3	High levels of persistent absence
4	Higher than National % of pupils with SEND needs including social communication and SEMH needs

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
Develop a common strategy to address gaps in cultural capital with middle leaders driving this for their area of responsibility.	Middle leaders will be able to articulate how they have developed curriculum and experiences to close gaps in cultural capital. <ul style="list-style-type: none">• PP lead to work with core curriculum leaders to support planning• PP lead to work with History/ RE leads to look at ways to develop use of trips and visits to support PP learning• HT/AHT/PP lead to look for additional experiences for PP children eg theatre trips

Additional intended outcomes	
Year 5: Continued use of the 3 teacher model	For use particularly in the Year 5 classes. The use of an additional teacher to allow Pupil Premium children access to; <ul style="list-style-type: none"> ▪ balanced teaching strategies ▪ strengthen SCSM
Year 3 & 4: Use of phonic tracker.	Use Phonic Tracker to assess and monitor Year 3 & 4 Pupil Premium children with the view to revisiting Phase 4 & 5 to move forward to Phases 5 & 6.

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: Infant School £53,361 Junior School £49,438

Activity	Evidence that supports this approach	Challenge number(s) addressed
Audit the curriculum and pick focus areas to develop cultural capital - History, Art, Music, Science.	Providing children with experiences including hooks into subjects including core subjects.	1,2
Appointment of a speech and language specialist	<ul style="list-style-type: none"> • target work with extensive speech and language needs particularly amongst PP children • use of language link programs • CPD with Early Years staff around vocabulary • CPD with LSAs • Creation of LSA Communication Champions to implement plans 	1,4
Introduction of PiXL to support AfL, learning and data analysis.	<ul style="list-style-type: none"> • Use of Standards meetings to focus on children's progress across reading, writing and maths • Use of reading speed across school to indicate possible areas of concern. 	1,2

	<ul style="list-style-type: none"> • Aid in the identification of gaps between PP and non PP children • Use of Personal Learning Checklists to inform teachers of gaps in learning. 	
Hands on experience beyond watching children need to engage and have progression in experiences i.e farm into R, visit in yr 2, working farm in yr 4	All children have the right to a broad and balanced curriculum. The trips and clubs planned give PP children access to opportunities that may not be afforded to them without our intervention	1,2
Development of Arts Council	Arts Council – contains pupil premium children. Children given the opportunity to visit art galleries/theatre. Forge community links.	2
PiXL science CPD to create a plan to address cultural capital.	Science lead to attend PiXL conference on improving cultural capital for pupil premium children.	1,2
<i>Extending the school day</i>	School day will be extended by 25 minutes (8.30-3.15)	1-4
<i>Development of a school based social worker</i>	<p>To support the Designated Safeguarding Lead</p> <ul style="list-style-type: none"> • referrals/PCSOs • communication with parents • chasing persistent absentees • creating bespoke programs for our programs • attending meetings with our families • working alongside SLT to implement plans • recording cases and tracking families • restorative practices to empower families • home visits • build relationships with key parties across the school communities. 	1-4

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

Budgeted cost: Junior School £57,852

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium children will be targeted for support in reading, writing and Maths from Year 3-5	Teacher-led small groups in reading, maths and writing. Use of PiXL therapies to support this. Groups based on data from Summer 2021.	1-3

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

Budgeted cost: Infant School £40,746 Junior School £43,579

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest Schools lead working with targeted pupils	Forest schools' sessions for targeted PP children to develop learning behaviours with a focus on social and emotional development.	1,2
Thrive role used across the schools	Thrive programme research based. Primary behaviour support and other network schools have shared evidence of impact when implemented at a whole school, small group and individual level.	1-4
Young Carers lead working across the schools	Young Carers benefit from meeting together, talking and working together in different situations. These sessions will support pupils' social and emotional wellbeing.	1,2,3
Attendance officer disadvantaged families at risk of poor attendance	Attendance data for the school has historically been below National. Although improvements have been made further work is needed particularly with the most vulnerable pupils with PA. <ul style="list-style-type: none"> Development of the role of the Attendance Working Party consisting of Attendance Officer and Governors 	3

Service Families group support established	Children benefit from this service. DFE guidance states SF funding should be used to support pupils' social and emotional wellbeing	1-4
Pastoral support workers mentoring and supporting pupils with check-ins	Supporting the mental health and wellbeing of our PP children.	1-4
Enrichment <ul style="list-style-type: none"> • Planned programme of trips and experiences through the new school curriculum • Clubs (360 and school led) • HIAS music service Learning, creative and sports clubs (target PP children) 	<ul style="list-style-type: none"> • All children have the right to a broad and balanced curriculum. The trips and clubs planned give PP children access to opportunities that may not be afforded to them without our intervention. Subject to Covid risk assessments. • HIAS music service gives PP children equal access to an enriched curriculum. Subject to Covid risk assessments. 	1-4

Total budgeted cost: Infant School £94,107

Junior School £150,869

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 2021 to 2022 academic year.

Year 2 results

Year 2 PP children - 21/56 = 38%

Reading: ARE= 15/26 (58%) ARE+= 3/26 (11%)

Writing: ARE= 9/26 (34%) ARE+ = 1/26 (4%)

Maths: ARE=14/26 (54%) ARE+= 1/26 (4%)

SEN PP – year 2

Reading: ARE= 1/9 (11%)

Writing: ARE= 0/9 (0%)

Maths: ARE=1/9 (11%)

Year 6 results

Year 6 PP children = 11/39 – 29%

Reading: ARE =12/19 (63%) ARE+ = 7/19 (37%)

Maths: ARE = 11/19 (58%) ARE+= 5/19 (26%)

Writing: ARE = 10/19 (53%) ARE+ = 1/19 (5%)

SEN PP – Year 6

Reading: ARE =2/9 (22%) ARE+ = 2/9 (22%)

Maths: ARE = 2/9 (22%) ARE+= 1/9 (11%)

Writing: ARE = 2/9 (22%)

Results show that we need to focus on the upcoming year on the new Year 4 and 5 to bring them closer to on track (see new strategy).

- Years 5 & 6: Improving AFL

Used PiXL to analyse gaps in learning – link to Tutor-led program (Teacher led) using PiXL therapies to assess and fill gaps in learning.

- Year 4: Use of phonic tracker.

Year 4 teachers worked with Phonics Lead to develop use of Phonic Tracker. CHECK RESULTS FROM PREVIOUS YEAR

- Maths (R-6)

We ensured that pupil premium children had equal access to Quality First Teaching with pre-teaching groups, which focused on variation across domains. Classes revisited the learning and used breakaway groups in class to address misconceptions. In order to support this we developed the use of video CPD that supported LSAs in training for supporting Pupil Premium children in strengthening their knowledge of multiplication and division. We have continued internal CPD sharing good practice whilst commissioning Kate Spencer (HIAS) to do CPD for LSAs on pre-teaching and language use (particularly in multiplication and division). As a school, we have used PiXL to analyse data, as well as using it to compare us to other schools.

- Improve language of PP children

The school has focused on improving Pupil Premium children's ability to express themselves verbally through developing the use of P4C in class within different subjects for example RE and Personal Development. Pupil Premium children have been exposed to new vocabulary. This has been supported through CPD and the use of PiXL therapies. Opportunities for talk have been planned in Foundation Subjects. Use of language in Forest Schools, has supported these children.

- Young Carers lead working across the schools

Children have access to support during break and lunchtimes.

- Attendance officer disadvantaged families at risk of poor attendance

Persistent absence (school) 41 pupils (19.6%) of which 38 are PP (18.5%)

- Service Families group support established

We support service children with Troopers Club, which occurs every week. It provides children with the opportunity to grow plants, sew and paint. It also allows children to write or email parents who are away.

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
Phonic Tracker	Phonic Tracker Ltd
PiXL	The PiXL club Ltd

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?	Children have a weekly club called Troopers where they can go to be active and creative. It also allows the children a chance to get together to discuss issues. Each child also gets a 'check in' when parent/parents are away. It is a place where children could write/email their parents.
What was the impact of that spending on service pupil premium eligible pupils?	Children have a designated adult/s that they can go to if they need support. It provides emotional support in school time.

Further information (optional)

The school clubs offer has been reviewed and extended. Where possible clubs are offered at little or no cost to ensure access for all. PP children are considered in the allocation of clubs.