

# Pupil premium strategy statement 2022-25 (updated October 2023 and reviewed by Governors 18.01.24)

This statement details our school's use of pupil premium (and recovery premium for the 2022 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	Alver Valley Federation of Schools
Number of pupils in school (19.10.23)	Infant 191 inc 25 in Nursery Junior 217
Proportion (%) of pupil premium eligible pupils	Infant 42% (70/166) YR-Y2 Junior 47.9% (104/217)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	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 (23-24)	Infant £86,170 Junior £184,571
Recovery premium funding allocation this academic year (23-24)	Infant £5,872.50 Junior £13,267.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year 23-24</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	Infant £ 92,042.50 Junior £ 197,838.50

# Part A Pupil Premium Strategy Plan

## Statement of Intent

Our intention is that all children, irrespective of their backgrounds or the challenges they face, make excellent progress and achieve high attainment across all subjects.

Our intention is to ensure high quality provision for all pupils, including those who are disadvantaged. Our pupil premium strategy is based on strong educational evidence research and forms part of our broader strategic school improvement cycle which will improve provision for all pupils. We expect all children to receive high quality teaching and classroom learning support in order to maximise opportunities for success, and provide additional support through targeted provision where necessary. Our approach is responsive to diagnosis of challenges and individual needs. We pride ourselves on being an inclusive school.

We will identify and consider the challenges faced by more vulnerable pupils in order to ensure success; evidence suggests that this will also benefit all pupils, regardless of whether they are disadvantaged or not.

We have a tiered approach to effective pupil premium funding, in line with EEF evidence, and target spending across 3 areas, with a particular focus on high quality teaching to ensure equity of access for children in areas of challenge:

- a rigorous focus on high quality teaching and learning for all pupils, including those who are disadvantaged, ensures pupils are supported to make excellent progress and meet expected outcomes
- targeted academic support - additional support is provided through targeted provision
- whole school strategies – including the development of cultural capital for all pupils

Our Alver Valley School vision holds true:

### **Alver Valley Vision**

“We believe it is our responsibility to empower individuals to have high aspirations creating a school community that shines. Challenge, resilience, independence and confidence form the backbone of our drive to excellence.

At Alver Valley Schools, learning starts with children’s own experience and interests, as this promotes ownership of, and motivation in, learning. We strongly believe that creativity in the curriculum is essential. It has the ability to enthral, can be the hook to fire imaginations, and drives motivation. It is what gives the curriculum excitement and makes learning irresistible.

At Alver Valley Schools, there are plenty of opportunities to realise these ambitions. It is critical to embrace the wider aspects of children’s learning, their backgrounds, their home life, their families and the varied experiences they bring, to fully understand the individuals we are educating. Only then can we be supportive, ambitious and ultimately successful. Building strong links with the community is imperative to bring life and energy into our school. We need to be proud and strong and celebrate and promote what makes Alver Valley unique, exciting and challenging.” (Vision statement Staff and Governors 2019)

Our Six Strands learning behaviours; Respect, resilience, self-regulation, independence, focus and boundaries underpin our collective responsibility and approach to tackling disadvantage for all children.

## 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 as evidenced by the schools' Speech and Language Therapist. As a result, this is impacting progress in reading, writing and maths development e.g. pupils who are unable to articulate phonics sounds clearly and poor reasoning in maths. e.g. Children presenting with delayed verbal comprehension on Year R entry 2023 (as identified by Language Link screen) = 30.3% + additional children known to school salt / NHS salt who have communication needs but did not flag up as having comprehension needs = 33.9%
2	Children's lack of cultural capital that impacts pupils breadth of experience and lower language starting points and subsequent acquisition
3	High levels of persistent absence and irregular attendance resulting in disjointed learning journeys and limited opportunities to consolidate this learning
4	Higher than National % of pupils with SEND, particularly social communication and SEMH needs, can result in pupils having poorer learning behaviours e.g. poor resilience and stamina.

## 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.

Context:

Year Group	% Pupil Premium
Year R	51.79
Year 1	35
Year 2	56
Year 3	42
Year 4	43
Year 5	58.49

Year 6	60.38
Infants: 47.5% Juniors: 50.93%	
<b>National Pupil Premium 23.8% (2023)</b>	

Challenge Number	Intended outcome	Success criteria
Key idea	The school to work with key strategists in PP to explore ways of supporting PP pupils further (Tori Flynn, Marc Rowland)	Pupils receive the full range of opportunities and experiences on offer
1	Pupils on entry to the school have opportunities to close gaps in their speech Pupils have opportunities to acquire language through an irresistible and enriched curriculum	Pupils have age appropriate expressive and receptive language as evidenced by teachers and the schools' speech and language therapist
2	A variety of opportunities for pupils are provided to enrich experiences, so pupils can draw on these in their learning	Pupils are able to articulate their learning and talk about varied experiences
3	PP pupils attend school regularly with lower numbers of PA year on year <a href="#">DfE: Working together to improve school attendance</a>	PP pupils have regular access to the curriculum and opportunities to develop personal and social skills
4	Working with SEND and Thrive team, pupils develop more positive learning behaviours to support greater success in their learning	Pupils' positive behaviours are reflected and demonstrated through their 6 Strands achievements
Additional intended outcomes		
2023-25	Sustained progress and attainment for PP children at key data points e.g. Phonic screening Y1 and Y2 retakes end of KS1 assessments and KS2 SATs	Improved life chances as a result of age appropriate attainment

## 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

Link to back page	Activity	Evidence that supports this approach	Challenge number(s) addressed see above
Ta	Audit the curriculum and pick focus areas to develop cultural capital - History, Art, RE, Music, Science.	Providing children with experiences including hooks into subjects across core subjects. Explore the idea of additional and relevant trips which develop cultural capital.	1,2
Tb	<p>Appointment of a speech and language specialist to identify the barriers to language and speech acquisition and development. Then, create programmes and deliver CPD to address and close gaps.</p> <p><a href="#">Language Link Information Infants</a></p> <p><a href="#">Language Link Information Juniors</a></p> <p><a href="#">Early Years Project link on Alver Valley website</a></p>	<p>Research provides evidence that good communication and language approaches supports children's processing and understanding of the world</p> <p><a href="#">Education Endowment Fund: Communication and Language approaches</a></p> <ul style="list-style-type: none"> <li>• target work with extensive speech and language needs particularly amongst PP children</li> <li>• use of language link programs</li> <li>• CPD with Early Years staff around vocabulary</li> <li>• CPD with LSAs (Sustained Shared Thinking project)</li> <li>• Creation of LSA Communication Champions to implement plans</li> </ul>	1,4
Tc	<p>The use of PIXL therapies to address gaps in learning. Standards meetings pinpoint areas for development in targeted pupils (No child goes unseen)</p> <p><a href="#">Primary PIXL</a></p>	<ul style="list-style-type: none"> <li>• Timely use of Standards Meetings to focus on children's progress across reading, writing and maths and next steps</li> <li>• Use of reading speed screening across school to indicate possible areas of concern.</li> <li>• Aid in the identification of gaps between PP and non PP children</li> <li>• Use of Personal Learning Checklists to inform teachers of gaps in learning to address promptly</li> </ul>	1,2
Td	Hands-on experiences shows clear progression of skills and knowledge across the year	All children have the right to a broad and balanced curriculum. The trips and clubs planned give	1,2

	groups i.e farm visiting at AVS in YR, to visiting a farm in yr 2, to experiencing a working farm in yr 4	PP children access to opportunities that may not be afforded to them without our intervention	
Te	Development of Arts Council to support cultural capital projects <a href="#">Arts Council Homepage</a>	Arts Council – includes pupil premium children. Children given the opportunity to visit art galleries/theatre. Forge community links.	2
Tf	Extending the school day to be more than in line with national timing allocations	School day will be extended by 25 minutes (8.30-3.15)	1-4
Tg	Development of a family and safeguarding officer (social worker trained)	To support the Designated Safeguarding Leads and provide pupil and parental support <ul style="list-style-type: none"> <li>• Referrals including IARFs/School Nurse etc</li> <li>• communication with parents and parent courses specific to the needs of our community</li> <li>• member of the attendance strategy group</li> <li>• creating bespoke support programs for children on safeguarding plans</li> <li>• attending meetings with our CP and CIN families</li> <li>• working alongside SLT to implement plans</li> <li>• recording cases and tracking families</li> <li>• audit of category types e.g. racial incidents to see effectiveness of interventions</li> <li>• restorative practices to empower families</li> <li>• home visits</li> <li>• build relationships with key parties across the school communities</li> <li>• Key CP updates for new teachers on transition</li> </ul>	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
TSb Introduction to maths interventions- Pathways to Progression (Y2) and Maths Whizz (Y4-6) targeting children who are WTS	HIAS led Pathways to Progression ensures all leading staff are trained and shows gaps are narrowing to ARE PIXL led Maths Whizz Targeted pupils closing gaps to ARE	4

## 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
WSa 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
WSb 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. <a href="#">The Thrive Approach</a>	1-4
WSc 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
WSd Attendance Strategy Group supports good/improved attendance for PP children	Attendance data for the school has historically been below National.. <ul style="list-style-type: none"> <li>Development of the role of the Attendance Strategy Group consisting of Attendance Officer and Governors to reduce barriers to absence and promote personal, social and academic success</li> </ul>	3
WSe Service Families group support up and running	Children and families feel supported when their parents are deployed. Children's social and emotional needs are recognised and met	1-4
WSf Pastoral support workers mentoring and supporting pupils with check-ins	Supporting the mental health and wellbeing of our PP children, through check ins, providing strategies and resources that supports individual need	1-4

<p><b>WSg Enrichment: PP pupils are proportionately represented as a group in the wider curriculum</b></p> <ul style="list-style-type: none"> <li>E.g. After School Clubs (360 and school led)</li> <li>HIAS music service</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>HIAS music service gives PP children equal access to an enriched curriculum.</li> </ul>	1-4
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**Total budgeted cost: Infant School £94,107**

**Junior School £150,869**

## Part B: review of outcomes in the previous academic year 2022-23

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Activity	Evidence that supports this approach				Impact
Year 4 teachers worked with Phonics Lead to develop use of Phonic Tracker to identify strengths and gaps to target further input	PP (33 pupils) 66.7% (22/33) achieved ARE				Stronger phonological awareness supports pupils to achieve greater fluency and access of texts at ARE.
Years 3-5  Teacher-led small groups in reading, maths and writing. We have used PiXL therapies to support the children. PP lead has worked alongside teachers to increase focus on targeted areas	Yr	Reading	Writing	Maths	National figures for Pupil Premium Reading 60% Writing 58% Maths 59% Based on Y6 2022-23 National figures  Figures in blue text = end of year 2022 figures
	3 27 PP	56% (15/27)	52% (14/27)	59% (16/27)	
	4 33 PP	67% (22/33)	61% (20/33)	49% (16/33)	
		62.5% (20/32)	44%	44% (14/32)	



			(14/32)		
	5	44%	41%	34%	
	32	(14/32)	(13/32)	(11/32)	
	PP	47%	41%	26%	
		(16/34)	(14/34)	(9/34)	
Forest Schools lead working with targeted pupils	Forest school provision was provided to a number of PP children during lunchtimes or break times to help ease transition times and improve their social and emotional development. An after school group was also funded – PP children were given priority to attend			Transition back into class after breaks was reported to be smoother by class teachers and the hand over to teachers was crucial. Behaviour points were reduced as a result of supporting pupils to regulate their own emotions.	
Thrive strategies used across the schools	Primary Behaviour Support and other network schools have shared evidence of impact when implemented at a whole school, small group and individual level. Our Thrive practitioners work across both schools providing support to our ASD and ADHD PP children as well as those that require emotional or pastoral support			Individual pupils' IBMPs show the targets for Thrive strategies being used successfully and the language that adults consistently use with pupils is evident after the Thrive CPD.	
Young Carers lead working across the schools	Our Young Carers group benefits from meeting together, talking and working together in different situations. These sessions support pupils' social and emotional wellbeing. They have after school sessions as well as specific targeted sessions in the afternoon			Pupils report they have the space and time to enjoy activities for themselves and know an adult who they can talk to. Adults working with Young Carers report any concerns in a timely manner to the DSLs using CPOMS so action can be taken quickly.	
Attendance officer disadvantaged families at risk of poor attendance	Persistent absence (junior school) 41 pupils of which 38 are PP (92.6%)			A clear strategy involving staff with different roles and including outside agency support has	

		<p>worked together to reduce absence figures, since term 3.</p> <p>PP persistent absence for 2022-23: In both schools a reduction in figures has been seen since term 4, however, overall figures remain high.</p> <p>Infants= 21 pupils and Juniors = 46 pupils</p>
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## Data from Executive Headteacher's November 2023 Written Report to Governors

ATTAINMENT WITH PARTICULAR REFERENCE TO PUPIL PREMIUM PUPILS					
Q: To what extent is classroom practice impacting on outcomes for ALL pupils? How do you know?					
<b><u>An analysis of Pupil Premium Data for key data capture points 2023</u></b>					
Phonics Screening Year 1 and Phonics retakes June 2023					
	Ever 6 PP	Non Ever 6 PP	All pupils	Current FSM	Non FSM
Year 1	77.8% (County 63.3%)	84% (County 82%)	80.8% (current figs not yet available)	78.6% (County 63.2%)	83.3%
Year 2	85.7% (County 51.1%)	100% (County 62.2%)	94.7% (County 58.8%)	85.7% (County 51.7%)	100% (63.1%)
<b>Conclusion: Very strong performance in all PP categories outperforming County particularly in Y2 retakes.</b>					

Pass mark for phonic screening is 32/40. Evidence also indicates that pupils are scoring 0.7% higher than County in the 32-36 bracket and 0.4% higher than County in the 37-40 bracket.

There is no significant evidence that boys perform better than girls.

### KS1 SATs Attainment

	Reading	Writing	Maths
AVS SATs scores(all pupils)	72.5%	58.8%	66.7%
County scores	72.7%	64.4%	73.2%
AVS Pupil Premium	52.9%	47.1%	52.9%
County scores PP	53.3%	42.8%	53.1%
Value added against County	-0.4%	+4.3%	+0.2%
AVS non PP	82.4%	64.7%	73.5%
County non PP	76.9%	69.1%	77.5%
Value added against County	+5.5%	-4.4%	-4%

**Conclusion: AVS writing and maths scores were below County standards.**

**Pupil Premium, no significant difference between AVS and County. However our Greater Depth PP children scored +10.1% above County in maths.**

2023 Year 6 Data **Progress** from KS1 SATS results to KS2 SATs results

	Reading	Writing	Maths
AVS SATs scores(all pupils)	63.5%	63.5%	51.9%
County scores	46.4%	53.3%	45.3%
AVS Pupil Premium	65.5%	55.2%	51.7%
County scores PP	38%	46.7%	36.5%

Value added against County	+27.5%	+8.5%	+16.2%
AVS non PP	60.9%	73.9%	52.2%%
County non PP	48.8%	55.3%	47.9%
Value added against County	+12.1%	+18.6%	+4.3%

### KS2 SATs Attainment

	Reading	Writing	Maths
AVS SATs scores(all pupils)	84.2%	70.2%	75.4%
County scores	74.4%	73.3%	72.1%
AVS Pupil Premium	89.7%	65.5%	69%
County scores PP	57.1%	54%	54.3%
Value added against County	+32.6%	+15.5%	+16.3%
AVS non PP	78.6%	71.4%	75%
County non PP	79.5%	78.1%	78.9%
Value added against County	-0.9%	-6.7%	-3.9%

**Conclusion: Pupil Premium is a real strength in the school, both for attainment and progress from KS1 SATS figures and in comparison with County**

## 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? £9,600	Children have a weekly club called Troopers where they can go to be active and creative. It provides children with the opportunity to grow plants, sew and paint. It also allows children to write or email parents who are away. 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 can 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. Our Deputy SENCo leads and acts as a key link between families, children and teachers, updating teachers on any developments to support pupils in class.

### 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.*