



Pupil premium strategy statement 2021-2024

This statement details our school's use of pupil premium (and recovery premium for the **2022 to 2023** 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	Alma Park Primary School
Number of pupils in school	470
Proportion (%) of pupil premium eligible pupils	27.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2022, 2022-2023 , 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July each year
Statement authorised by	Richard Williams Headteacher
Pupil premium lead	Richard Williams
Governor / Trustee lead	Grace Dobson Hughes Pupil Premium and Recovery

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,960
Recovery premium funding allocation this academic year	£15,498
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	£172,066

Statement of intent

Pupils at Alma Park Primary School, will make targeted progress in reading, writing and maths based on their individual starting points, through quality first teaching and targeted support. We aim for disadvantaged pupils to have access to a wide range of support in school to meet their individual needs so that our pupils are not disadvantaged as a result of their socioeconomic context. We believe that with the correct support all pupils can achieve their full potential,

We will provide pastoral support for pupils and parents/carers who have been identified by school as vulnerable.

We will facilitate children's access to enrichment experiences building on and enhancing their cultural capital which will have a positive impact on their academic achievement and well-being.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

Challenge number	Detail of challenge
1	Most pupils start the Foundation Stage well below age related expectations in all areas.
2	Very low attainment in reading on entry to Early Years and mobile children in Key Stages 1 & 2
3	A high percentage of pupils have EAL
4	Many children have a limited life experience to draw upon which impacts attainment, progress, self-confidence and resilience.
5	High level of socio-economic deprivation impacting on the social, emotional and mental health of adults and children
6	The education and wellbeing of many of our pupils have been impacted by partial school closures. These findings are supported by national studies and shows that this has resulted in significant gaps in knowledge leading to pupils falling further behind.

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
Accelerate attainment from entry to the end of EY of pupils eligible for PPF	Pupils eligible for PPF will achieve aspirational targets by the end of EYFS
Curriculum offer provides tailored/additional support to meet the needs of children with EAL/communication difficulties leading to positive outcomes	Bespoke EAL provision in KS2 Wellcomm assessments and appropriate support in place Accelerated progress from start points in communication and language acquisition SaLT deployed appropriately and impacting positively on pupil outcomes
To enrich the experiences of pupils eligible for PPF through a range of different activities	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged children
To improve the physical and mental health and well-being of pupils eligible for PPF	Pupils will be more ready to learn and engage with the curriculum and those eligible for PPF will achieve aspirational targets by the end of their key stage.
To enable parents of children eligible for PPF to be able to support their children's learning	Better parental engagement and accelerated progress and attainment in each year group.

Teaching

Budgeted cost: £ 32,551

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of books which link directly to the level of phonics children are accessing	<p>Evidence based research shows that early and systematic implementation of phonics and early reading at the child's correct level has a significant impact on a child's current and future attainment in reading</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1/2/3/6
<p>Online resources: Mathletics, Reading Eggs, TT Rockstars</p> <p>All our children will have access to online learning with support for parents in how to use them. Encouraging them to engage with their children's learning at home</p>	<p>EEF Toolkit: Homework +5months EEF Toolkit: Parental Engagement +4months EEF Toolkit: Individualised Instruction +4months</p> <p>A structured and whole school approach to the setting of homework through the use of digital platforms. There is strong evidence to show that this has significant impact on pupil outcomes through improving parental engagement, providing children with an opportunity to over-learn and practice and using platforms which provide homework pitched at an individual level.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	2/3/6
Whole staff training programme targeting quality first teaching and school development priorities	<p>EEF Toolkit: Metacognition and self-regulation +7 months EEF Toolkit: Reading Comprehension +6 months EEF Toolkit: Collaborative Learning +5 months</p> <p>A whole school approach to the development of teachers pedagogical knowledge in metacognition and self-regulation, reading comprehension and collaborative meaning will impact on pupil outcomes.</p> <p>Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p>	1/2/3/6

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
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Targeted academic support

Budgeted cost: £ 97,347

Activity	Evidence that supports this approach	Challenge number(s) addressed
Zen Zone led by SENDCo (tailored support for children with SEND)	<p>EEF Toolkit: Behaviour interventions +4 months EEF Toolkit: Individualised instruction +4 months EEF Toolkit: Oral language intervention +6 months</p> <p>Our Zen Zone provides a space where our most vulnerable children have space to receive individual and small group instruction on learning and skills at their own level. There is strong evidence to suggest that individualised instruction, oral language and behaviour interventions have a significant impact on learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2/5/6
Appropriate teachers and TAs trained to assess pupils with Wellcomm materials	<p>EEF Toolkit: Oral language interventions +6 months</p> <p>With the use of Wellcomm to support speaking and listening the early years and having a speech and language therapist in school supports us to prioritise children oral language. There is strong evidence to suggest this has a positive impact on pupil outcomes.</p>	1/2/3
<p>Speech Therapist (full day per week) works with children and supports adults</p> <ul style="list-style-type: none"> • SaLT trains staff within school 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1/2/3

<ul style="list-style-type: none"> • High quality small group interventions • Our children benefit from evidence based interventions to raise levels of oracy • INSET from SaLT improves staff knowledge 		
<p>Teaching Assistants trained to deliver targeted 1:1 and small group English/Maths interventions</p>	<p>EEF Toolkit: Small group tuition +4 months EEF Toolkit: Reading Comprehension +6 months</p> <p>Children are identified with specific needs and trained teaching assistants provide small group and individual interventions for targeted pupils in short bursts. There is strong evidence to show that this has a positive impact on pupil outcomes</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>2/3</p>
<p>KS2 Teaching Assistant to work supporting International New Arrivals and children moving towards fluency</p>	<p>We have a growing number of children joining school mid year and/or key stage from countries where English is not their first language. To appropriately support these children they receive support from a trained teaching assistant to develop their integration and language development. There is strong evidence to that this will have a positive impact on pupil outcomes.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Tiered_model_and_menu_of_approaches_1.0_pdf.pdf?v=1649418813</p>	<p>3</p>

Wider strategies

Budgeted cost: £ 42,168

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Play Therapy One to one, weekly high level specialist therapeutic support</p>	<p>Improving the social and emotional well-being of pupils using the EEF guidance through a play therapist being in school each week impacts of improved outcomes for pupils.</p>	<p>5/6</p>

To decrease those behavioural and emotional difficulties that interfere significantly with a child's relationships and readiness to learn.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	
Art Club to support children struggling at the less structured lunch time	Improving the social and emotional well-being of pupils using the EEF guidance through a play therapist being in school each week impacts of improved outcomes for pupils. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	5/6
Breakfast Club Breakfast time, pastoral support, and learning opportunities.	Many of our children come to school hungry and school provides a free breakfast club for identified children. This positively impacts on their social and emotional wellbeing and influences their academic outcomes. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1/5/6
Curriculum Enrichment activities A comprehensive plan of enrichment activities to complement our children's curriculum and create moments and experiences to remember	EEF Toolkit suggests a strong impact on activities which develop character (attitudes, skills and behaviours) such as self-control, social skills, motivation and resilience. The school part funds trips linked to the curriculum to broaden children's knowledge and provide a well-rounded, culturally rich education https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	2/4/5
Attendance and punctuality officer appointed Diminishing difference in attendance and punctuality	There is strong evidence to suggest that encouraging the very best attendance and punctuality leads to better outcomes for all pupils. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	4

Total budgeted cost: £ £172,066

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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

EYFS – 2021/22	Prime School/National				Specific School/National					GLD School/National
	C&L	PSE	PD	All Prime	Lit	Maths	UW	EA&D	All Specific	School
All	66/80	73/83	84/85	65/74	61/68	65/76	65/80	74/85	61/65	61/67
Disadv	38/71	63/76	88/78	38/63	38/45	63/63	50/70	88/78	38/54	38/51
Non- disadv	82/84	84/87	96/88	80/79	76/73	76/81	78/84	84/88	76/70	76/70

	Year 1 children passing the Phonic Screen as %		Year 2 children passing the Phonic Screen as %	
	EoY attainment	National Average	EoY attainment	National Average
Whole cohort	54	76	92	87
Disadv	63	63	93	78
Non-disadv	51	79	91	90

Statutory reporting End of Year 2 as %						
	Reading		Writing		Maths	
	EoY EXS+/GD	Natl. Average EXS+/GD	EoY EXS+/GD	Natl. Average EXS+/GD	EoY EXS+/GD	Natl. Average EXS+/GD
Y2	67/22	68/18	55/15	58/8	60/18	68/15
Disadv	64/0	52/8	50/0	41/3	36/0	52/7
Non-disadv	68/28	72/21	57/20	63/10	67/24	73/18

Y6 Statutory reporting End of Year 6 as %										
	Reading		Writing		Maths		Combined		GPS	
	EoY EXS+/GD	Natl. Average EXS+/GD	EoY EXS+/GD	Natl. Average EXS+/GD	EoY EXS+/GD	Natl. Average EXS+/GD	EoY EXS+/GD	Natl. Average EXS+/GD	EoY EXS+/GD	Natl. Average EXS+/GD
Y6 (62/63/63)	76/32	74/28	51/3	69/13	78/22	71/22	49/3	59/7	76/27	72/28
Disadvantaged	50/21	62/17	36/0	55/6	57/21	56/12	36/0	43/3	62/23	TBC
Non-disadv	89/39	80/TBC	59/5	75/TBC	88/23	78/TBC	57/5	65/9	91/32	TBC

