

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	Nether Alderley Primary School
Number of pupils in school	96
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	17 th December 2021
Date on which it will be reviewed	December 2024
Statement authorised by	Richard Craven
Pupil premium lead	Richard Craven
Governor / Trustee lead	Ceri Johns

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,855
Recovery premium funding allocation this academic year	£2,000
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	£10,855

Part A: Pupil premium strategy plan

Statement of intent

Our intention is for our disadvantaged pupils to enjoy coming to school, to have pride in themselves and to aspire to achieve. We aim for our disadvantaged pupils to be fully engaged and participating in all aspects of school life.

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Development plan. This enables us to implement a blend of short-, medium- and long-term interventions and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. At Nether Alderley the number of disadvantaged pupils is small, and with a wide range of needs and abilities. In meeting their needs, it is key to use diagnostic assessments to identify the specific barriers to learning and progress for any pupils not on track to achieve in line with their peers and focus provision on the needs arising – including both academic and emotional needs. We understand that needs and costs will differ depending on the barriers to learning being addressed. The pupil premium grant is used to ensure that every child receives the best possible quality of education and achieves the highest standards.

Our priorities are as follows:

- To support our children's emotional health and wellbeing to enable them to access learning at an appropriate level.
- To develop an 'outstanding' teacher in every class.
- To raise the attainment of disadvantaged pupils to be at least in line with attainment nationally.
- To provide targeted academic support for pupils who are not achieving the expected standards or are not making expected progress.
- To address non-academic barriers to attainment, including attendance, well-being and behaviour.

To prioritise spending, we have used a tiered approach for many years, to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching – ensuring outstanding teaching for all pupils.
2. Targeted Academic Support – evidence informed interventions.
3. Other Wider Strategies – addressing non-academic barriers to learning interventions at one time.

Our current pupil premium strategy plan works towards achieving those objectives by focusing on the following:

- Ensuring quality first teaching, including targeted academic support within lessons
- Small group booster sessions
- One-to-one support, particularly with reading
- Wider strategies Social & emotional targeted group/1:1 programmes
- Attendance incentives
- Parental engagement
- Extra-curricular and enrichment clubs and trips

Challenges

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

Assessments, observations, and discussions with pupils Early Reading, phonics and reading mileage are weaker for our disadvantaged children especially in EYFS and KS1 .

Challenge number	Detail of challenge
1	Lack of educational support in the home and low engagement with learning during lockdown impacting particularly on reading – mileage and comprehension.
2	Assessments, observations, and discussions with pupils show writing quality and stamina have reduced, for some of our disadvantaged pupils due to the challenges of teaching writing remotely during the pandemic.
3	Ensuring literacy skills allow independent access to a broad curriculum
4	Retention of learning over time – so that new learning is building on prior learning
5	Social and emotional needs impact on academic progress

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
Improved rates of progress and consequently attainment gaps closing/ closed in all areas of the curriculum	Pupils will be supported with their learning at school and have made good progress. Where there are academic gaps, this will narrow or close
Pupils are knowing more and remembering more across all areas of the curriculum	Pupils will have learnt metacognitive strategies that they use and apply to support their progress
Pupils social and emotional needs are being met	Pupils will have engaged in class sessions and where necessary attended intervention and support sessions

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: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle- resources and CPD for all staff to support all pupils in EYFS and KS1 and early readers throughout school	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2 and 3
Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning	Explicit instruction in cognitive and metacognitive strategies can improve pupils' learning. A series of steps—beginning with activating prior knowledge and leading to independent practice before ending in structured reflection—can be applied to different subjects, ages and contents	1-4

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

Budgeted cost: £7355

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre-teaching and same day interventions and targeted 1:1 sessions additional to lessons to consolidate, reinforce learning	<p>Recommendation 2: Use TAs to add value to what teachers do, not replace them</p> <p>Recommendation 7: Ensure explicit connections are made between learning from everyday classroom and teaching structured interventions Making Best Use of Teaching Assistants EEF</p>	1-4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1 and 2
Targeted intervention	<p>Recommendation 7: There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to use accurate diagnosis of capabilities and difficulties to match pupils to appropriate interventions.</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	1-4
Use of standardised diagnostic assessments by SENCO.	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1-3

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Provision for participation in extra-curricular activities • Provision for attendance on school visits and trips • Transport support 	<p>EEF Teaching & Learning Toolkit Physical Activity +1</p> <p>Pupil well-being, attitude and enjoyment of school – survey feedback</p>	5
<ul style="list-style-type: none"> • Provision of school uniform • Day to day monitoring contact with families 	<p>Improved presentation and pride in appearance Attendance data Pupil well-being, attitude and enjoyment of school – survey feedback</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	5
<ul style="list-style-type: none"> • Provision of therapeutic support activity e.g. Play Therapy 	<p>Social and emotional learning EEF</p> <p>Pupil well-being, attitude and enjoyment of school – survey feedback Pupil attendance data</p>	5

Total budgeted cost: £10,855

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.

In 2020-21 Nether Alderley received £8,855 of Pupil Premium funding.

Monitoring the progress of our 6 pupil premium children, 1 pupil is high attaining and remained so. There is one child who has significant emotional needs who is being supported academically and pastorally.

The remaining four pupils are making steady progress achieved through use of the PPG. Two are working in line with or close to in line with their peers. The other two are working towards being in line with their peers. We are confident we can continue to build on their progress over the duration of this strategy.

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

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.