

Pupil premium strategy statement – Alburgh with Denton CE Primary Academy

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	December 2023
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs Leigh Goodhew
Pupil premium lead	Mrs Leigh Goodhew
Governor / Trustee lead	Mrs Beth Barrett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,005
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£16,005

Part A: Pupil premium strategy plan

Statement of intent

At Alburgh with Denton CE Primary Academy, we have high aspirations for our pupils. We care about the whole child and high quality teaching is at the core of what we do to ensure that disadvantaged pupils achieve their full potential. At Alburgh with Denton we use a range of approaches to combat barriers and offer support to the needs of the whole family. As a small rural school we aim to raise aspirations and give a range of opportunities to enhance cultural capital. We want to open children's eyes to the wider world and help them to realise the possibilities that are out there.

Challenges

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

Challenge number	Detail of challenge
1	A high proportion of pupils in receipt of pupil premium funding are also on the SEND register and have additional needs.
2	66% of pupil premium children are working below the expected standard in writing, with spelling being a particular weakness and 47% of pupil premium children are working below the expected standard in reading.
3	66% of pupil premium children are working below the expected standard in Maths.
4	Low aspirations and lack of opportunities.
5	Social, emotional and mental health issues
6	A greater proportion of parents with Pupil Premium children do not engage with the school with homework, attending events and meetings and completing surveys.
7	A lower proportion of pupil premium children attend extra-curricular activities.

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
To give pupil premium children access to trips, visitors and experiences (such as residential) which give pupils wider opportunities and experiences, helping them to raise their	All pupil premium pupils have experienced trips, including one to the theatre, attended at least one sporting fixture, learnt to swim 25m, attended a residential, experienced a

aspirations. To also offer talks on careers and workshops on aspiration and a positive mental attitude.	new sport or to play a new instrument and had opportunities to hear from speakers/visitors about their future opportunities. Data gained from registers, qualitative data from student voice, student and parent questionnaires and teacher observations.
For pupil in receipt of mental health support to sustain improved wellbeing.	Sustained high levels of well-being demonstrated by: - qualitative data from student voice, student and parent questionnaires and teacher observations. PP children to have had access to PSA support and access to nurture provisions a priority- Pupil Premium first.
For pupils who have SEND and are eligible for pupil premium support to have improved outcomes. PP first strategy used to target this focus group.	Pupil Premium data for KS1 and KS2 for reading, writing and maths will show a sustained or narrowing of any gaps with progress relevant to their individual starting points. Pupil voice shows improved confidence.
To improve writing attainment among disadvantaged pupils and narrow the gap between pupil premium and non-pupil premium pupils. PP first strategy used to target this focus group.	Pupil Premium data for KS1 and KS2 writing data will show comparably to that of non-pupil premium pupils and individual gaps in performance will have been narrowed. Pupil voice shows improved confidence.
To improve reading attainment among disadvantaged pupils and narrow the gap between pupil premium and non-pupil premium pupils. PP first strategy used to target this focus group.	Pupil Premium data for KS1 and KS2 reading data, including phonic screening results, will show comparably to that of non-pupil premium pupils and individual gaps in performance will have been narrowed. Pupil voice shows improved confidence.
To improve maths attainment among disadvantaged pupils and narrow the gap between pupil premium and non-pupil premium pupils. PP first strategy used to target this focus group.	Pupil Premium data for KS1 and KS2 reading data will show comparably to that of non-pupil premium pupils and individual gaps in performance will have been narrowed. Pupil voice shows improved confidence.
To improve the interaction and engagement of the parents of PP children.	Improved attendance of parents with PP children of meetings, Forums, learning cafes. Greater participation seen in surveys-making this more comparable to non PP parents. Quantity of homework completed by PP children improves.

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: £10,005

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To firstly share research and give training on how to amend the marking policy and practice so that staff give feedback for students to move their learning on at the start of the next lesson. To then use a Pupil Premium first approach to ensure these pupils are catered for.</i>	Done well, meaningful feedback supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. EEF guidance report on Teacher Feedback to improve pupil's learning.	1,2 and 3
<i>To train SLT in instructional coaching and to then use this to develop CPD of all teachers and TA's in the school, providing high quality teaching to all pupils.</i>	Instructional coaching means job-embedded professional development on the basis of daily teaching practice. It is designed to improve teachers' instructional practices to enhance student learning. EEF guidance report- Effective professional development	1,2 and 3
<i>To develop the CPD of all teachers and HLTA's to improve quality first teaching- using walkthrus.</i>	Trust CPD using walkthrus as a model means job-embedded professional development on the basis of daily teaching practice. It is designed to improve teachers' instructional practices to enhance student learning. EEF guidance report- Effective professional development	1,2 and 3
<i>To train all new staff in synthetic phonic approach to aid the teaching of reading and spelling.</i>	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. EEF toolkit on phonics and DFE	1, 2
<i>To train all staff in using breakthrough sentences to aid pupil premium pupils with SEN in their writing.</i>	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	1,2

	<p>EEF Teaching and Learning Toolkit- Parental engagement</p> <p>EEF Improving Literacy in Key Stage 1</p> <p>EEf Key Stage 2 Literacy guidance</p> <p>SEN Code of Practice</p>	
<p><i>To train all staff in Maths No Problem mastery scheme to ensure high quality, consistent delivery to pupils.</i></p>	<p>The impact of mastery learning approaches is an additional five months progress, on average over the course of a year. Mastery learning approaches have consistently positive impacts, but effects are higher in primary school pupils in maths.</p> <p>EEF Mastery learning</p> <p>NCETM Mastery- supporting research and evidence</p>	3

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Shorten the lunchtime by 15 minutes each day (from 1 hour 15 to 1 hour) and use this time to implement peer reading.</i></p>	<p>Peer tutoring, on average, has a positive impact on both tutors and tutees.</p> <p>Programmes that extend the school time have a positive impact on average.</p> <p>EEF toolkit on peer tutoring and on extending school time.</p>	1,2
<p><i>To timetable 'pinny time' as an extra phonic intervention to the children who are not at the expected standard.</i></p>	<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>EEF toolkit on phonics and DFE</p>	1,2
<p><i>To provide targeted small group interventions for</i></p>	<p>One to one tuition and small group tuition are both effective interventions.</p> <p>Providing training to the staff that deliver</p>	1,2

<i>spelling and writing to improve pupil's standard.</i>	small group support is likely to increase impact. EEF Teaching and Learning Toolkit- small group tuition	
<i>To hear pupil premium children read daily, improving children's outcomes.</i>	Where pupils make insufficient progress, extra efforts should be made to provide them with extra practice and support from the beginning. DfE Reading framework	1,2
<i>Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of whom will be disadvantaged.</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. EEF- One to one tuition EEF tuition Toolkit- small group tuition	2,3

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To give all children the opportunity to take part in a residential and attend trips to other areas and to locations- experiencing new activities. These will be funded or partially funded for pupil premium pupils. To also listen to guest speakers and be inspired to try new opportunities.</i>	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Learning outside the classroom helps to bring the curriculum to life – it provides deeper subject learning and increases self-confidence. It also helps pupils develop their risk awareness and prepares them for their future working lives EEF Toolkit- arts participation and HSE	4,5 and 7
<i>To part fund breakfast club, after school club, Friday sports club, trips and uniform for pupil premium pupils</i>	Breakfast clubs were popular with schools, pupils and parents. Schools reported perceived impacts in terms of reducing hunger, improved concentration and behaviour, and saw breakfast clubs as helping pupils to develop social skills.	4, 5 and 7

	DfE- Evaluation of breakfast clubs in schools	
<i>To provide free fruit and milk to pupil premium children so they can have snack, feeling fuller and more able to concentrate on their work.</i>	Children who are fuller can concentrate more. This also enables children to have a balanced diet and try fruits and vegetables that they might not try at home. NHS England	5
<i>Continue with various different counselling/nurture services and therapies, alongside the work of our dedicated Mental Health Lead, to develop pupils' social, emotional and mental health so they fully access all aspects of school life.</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g improved academic performance, attitudes, behaviour and relationships with peers). EEF Social and Emotional Learning.	5
<i>Establish a homework club in which pupils can receive support and resources to help them complete this and improve their understanding.</i>	Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils. Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision. EEF framework- Homework	6,7
<i>Extensive support for parents/ carers (coffee mornings, EYFS Stay and Play, Open Events, Parent Workshops etc.) to support them in fully engaging with their child's learning.</i>	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. EEF Parental Engagement	6

Total budgeted cost: £16,005

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 22-23

1. Two pupils that were on the SEN register have been taken off due to their progress. 50% of PP pupils with SEN improved in their reading last year, 75% with their writing.
2. In writing, although 64% of PP pupils are not yet at the expected standard, 64% made progress.
3. In reading, 64% of PP pupils are currently at the expected standard.
4. All PP pupils have accessed a PE enrichment club, attended at least one sporting event, seen a pantomime and theatre production and undertaken trips. Within their time at the school all children are taken swimming until they can swim 25m, are taught how to ride a bike and will be offered the opportunity of a residential. The take up of breakfast and after school club is rising, with 73% of pupil premium children taking at least one of these up at some point. Year 6 pupils have also been offered bikeability. All children also all had first aid training.
5. All classes have a well being chart that is used daily, World Mental Health day is participated in and we have a mental health lead and a TA who provides nurture, with all pupils being offered nurture through cooking and 55% accessing the nurture hub. We also have a PSA to work with and support families (currently or has worked with 20% of PP pupils and families).
6. The use of google classroom has risen significantly over the year, we now have 100% of PP pupils accessing google classroom
7. The uptake of extra curricular clubs has increased over the past year and all pupil premium pupils have taken part in enrichment PE opportunities within school time to ensure their participation.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Enrichment sports activities	Premier Sport

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

We are also funding a Sports club after school every Friday where the children can try a different sport, eg. Archery. This is funded by Sports/PE premium funding but we are covering the cost of pupil premium children. The last hour of each Friday we are also offering an extra PE session to particular groups for enrichment, again funded by the Sports/PE funding, and one of the targeted groups is the pupil premium children. This way, even if they do not attend the club after school, they will still have the opportunity to try a new sport. We also noticed that a disproportionate number of children that could not swim 25m were pupil premium children. Therefore, we use our Sports/PE funding to continue to take these children until they can reach this goal.