Pupil premium strategy statement – Albrighton Primary School and Nursery

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	273
Proportion (%) of pupil premium eligible pupils	FSM 60 children 21.9%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2023-2024 to 2024-2025
Date this statement was published	02/09/2024
Date on which it will be reviewed	September 2025
Statement authorised by	Karen Tearle (HT)
Pupil premium lead	Darren Green (DHT)
Governor / Trustee lead	Adrian Marsh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,775 Including service pupil premium
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£6380
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*	£105,155

Part A: Pupil premium strategy plan

Statement of intent

Here at Albrighton

We want to achieve:

Pupils that are inspired to fulfil their maximum potential academically, socially and emotionally.

Happy, confident individuals who believe in themselves and respect others.

We believe:

'Only our best will do!'

What do we stand for?

It doesn't matter where your starting point is, it's where you finish that counts.

At Albrighton we endeavour to

• Ensure our disadvantaged pupils' academic success is in line with non-disadvantaged pupils.

• Enable all disadvantaged pupils to achieve their full potential.

High-quality first teaching is at the heart of our approach ensuring that all our pupils are taught a high quality, broad and balanced curriculum. We take a flexible approach to using a variety of adaptive teaching techniques in order to provide our children with knowledge and learning experiences that ensure all pupils, no matter what their starting point, are given the best possible opportunities to progress and be successful.

Teaching and learning provide regular opportunities for children to revisit and recap prior knowledge and learning, ensuring they have firm foundations that can continue to be built upon.

Seeking to understand children's differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of our teaching at Albrighton. Adapting teaching in a responsive way, including by providing targeted support to children who are struggling, is proven to increase success.

High quality interventions are used to ensure children keep up and when necessary, catch up. Interventions focus on phonics, reading, writing and maths across school. Formative assessment is used daily in lessons to ascertain children's knowledge and progress towards objectives. We use summative assessments (NFER) termly to assess progress and pupil progress meetings take place termly to discuss each child's progress, attainment and any

necessary interventions. As we have high mobility, it is important that we access those children on entry, in order to make informed choices on their needs.

Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted support pupils to make progress from their starting point. To ensure this we ensure disadvantaged pupils are challenged in the work that they're set, act early and intervene promptly and appropriately 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.

We also understand the need to support the whole child and ensure the well-being and mental health of all our pupils is a priority.

Challenges

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

Challenge number	Detail of challenge
1	Our pupils that are entitled to service pupil premium have high mobility and therefore this can lead to gaps in learning and/or the same topics being repeated, therefore targeted interventions can be needed. These children often need support to settle into their new school and support with friendships, deployment and anxiety.
2	Lack of engagement and involvement of parents in their child's education – we have a group of parents that are hard to reach and don't attend school workshops etc. Extra support is needed to support these pupils in school as there attainment is behind their peers.
3	Data, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. Some disadvantaged pupils have limited books at home and our records show little reading happening at home for some.
4	We have an increasing number of pupils suffering with poor mental health across school.
5	Many of our disadvantaged pupils have limited wider experience of the world outside of the local area.
6	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These

	are evident from EYFS through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

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
Systems are in place to ensure service pupils knowledge is built on from their starting points and interventions are in place to close gaps.	Knowledge is clearly built on from children's starting points. Gaps in knowledge are reduced.
Support is in place in school for pupils to make up for lack of support with reading and homework at home.	KS1 and KS2 outcomes for Maths and English in 2024/25 show that disadvantaged pupils are broadly in line with non-disadvantaged pupils.
Improved reading attainment among disadvantaged pupils. (Phonics and reading attainment.)	Phonics outcomes both in Year 1 and year 2 to remain above national. KS1 and KS2 reading outcomes in 2024/25 show that disadvantaged pupils are broadly in line with non-disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: · qualitative data from student voice, student and parent surveys and teacher observations · a significant reduction in children needing support from outside services.
Disadvantaged pupils at school have opportunities to widen their experience and knowledge through enrichment activities.	Children can use their knowledge and experience to support their learning. Children can confidently talk about the wider experiences on offer at school that enrich their lives. · a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil voice and ongoing formative assessment.

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: £ *67,690*

Curriculum CPD- £969

Behaviour CPD- £625

SEND CPD- £3356

Teaching assistants £62,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum, SEND and behaviour CPD for all teaching staff	Supporting high quality teaching is pivotal in improving children's outcomes and re-search tells us that high quality teaching can narrow the disadvantage gap. ***EEF Effective Professional Development*** "To achieve [...] changes, effective implementation is almost always supported by high-quality professional development". (Sharples et al.) Great teaching is at the heart of all great schools and to get great teaching, teachers need the necessary knowledge. Good PD should increase teacher knowledge, motivate staff, develop teaching techniques and embed practice. EEF Effective Professional Development (2021).	1 2 3
Use of Teaching assistants to support learning in class and in small group interventions.	When TAS are deployed effectively they can support teaching and learning well. This needs to go alongside the above CPD to ensure staff are well trained and can move learning forward. ***EEF Making the best use of teaching assistants' recommendations.*** *Well-evidenced teaching assistant interventions can be targeted at pupils*	2 3 5

	that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.	
TA trained to be an ELKLAN and using Stoke Speaks out training from nursery to year 3 supporting speech and language development.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. ***Oral language interventions | Teaching and Learning Toolkit | EEF***	6

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

Budgeted cost: £ 10,871.66

IT support programmes £1767.50

New Phonics FFT with interventions £6450

1:1 and small group tutoring (52 hours of support) £699.92

Admin for mobile pupils £954.24

Music Lessons for pp pupils - £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
IT support programmes Technology and other resources to support high quality teaching and learning - for example, software to support diagnostic assessment	Systems can be used at home and they have support for the child so they can complete activities e.g. teaching videos. ***USING DIGITAL TECHNOLOGY TO IMPROVE LEARNING EEF***	2 3
New Phonics FFT with interventions	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:	2 3

	Phonics Teaching and Learning Toolkit EEF *Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.*	
1:1 and small group tutoring for year 6 pupils	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. ***EEF one to one tuition***	2 3
Music Lessons (1:1 music teacher)	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. ***The EEF research*** summarises the impact of arts participation on academic outcomes. Arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	5

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

Budgeted cost: £ *30,874.43*

Full time Learning mentor support (1:1 support, nurture, new children check ins, Wings and deployment groups and attendance) £18,239.03

Part time mental health support/Learning mentor £755.40

Support towards visits, visitors and residential £3850

School uniform support £685

School meals for refugee children before eligible for FSM and pupils in need of breakfast £2000

Behaviour support - £910

After school clubs - £810

Wrap around care (breakfast and after school) to support families in need - £3,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time Learning mentor	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) ***Improving_Social_and_Emotional_ Learning in Primary Schools | EEF*** *Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.*	1 4
Part time mental health support/Learning mentor	See above	1 4
Support towards visits, visitors and residential School uniform, after school clubs, wrap around care etc.	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning. There is some evidence that providing free, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance. ***EEF Teaching and Learning Toolkit strands on arts participation and physical activity***	1 4 5
Behaviour support	Good learning behaviour and general behaviour in and around the class is vital for successful teaching and learning of all children. Poor behaviour can also be linked to SEND and mental health.	2 3 4

Total budgeted cost: £ ***(£ 67,690 £ 10,871.66 £ 30,874.43)***

Total =£109,436.09

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023-24 Whole School Internal Data

The performance of disadvantaged children is continuously monitored through formal and informal assessments, with summative assessment data gathered from termly NFER reading and mathematics tests. Children in Year 2 and 6 are assessed in the Summer Term using the Standard Assessment Tests (SATs).

Reading Scaled Scores	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PP	96	96	100	101	85	105
Non-PP	106	106	104	105	95	106
Maths Scaled Scores	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PP	88	98	106	101	92	102
Non-PP	93	104	104	100	102	103

Reading scaled scores for disadvantaged children are below those of non-disadvantaged children, across all year groups – being an average of 7 scaled score points behind.

Maths scaled scores for disadvantaged children are closer than reading, being an average of 3 scaled score points behind.

This gap narrows by the end of Year 6, with disadvantaged children being an average of 1 scaled score point behind non-disadvantaged peers.

Attendance

FSM - 51 children (91.14%)
Pupil Premium (Ever 6) - 3 children (73.60%)

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**
Our service pupil premium is included in the figures above and is used towards the payment of the school's learning mentor and teaching assistants.

The impact of that spending on service pupil premium eligible pupils
See above information.