

Alderman's Green Pupil Premium Strategy Statement

3 Year Strategy (2021- 2024)

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 and the effect of spending of pupil premium had within our school.

School overview

Detail	Data
School name	Alderman's Green
Number of pupils in school	434 (YR-Y6)
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers	November 2021 - 2024
Date this statement was published	September 2023
Date on which it will be reviewed	Annually
Statement authorised by	Executive Head Teacher
Pupil premium lead	Maria Unitt
Governor / Trustee lead	Jennie Burbidge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£304,095
Recovery premium funding allocation this academic year	£14,302
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	£318,397

Part A: Pupil premium strategy plan - Statement of intent

Where you start in life shouldn't determine your future. It is Triumph Trust's belief that education should ensure that each generation of children reaches their full potential and do better than their parents. Triumph Trust aims to ensure that every child's potential, skills, talents and choices determine what they achieve and is not influenced by any potential disadvantage.

Through our rich curriculum we provide our children with the opportunity to explore, collaborate, and talk to others and practice our core values in an environment which is safe, supportive, encouraging whilst also challenges their thinking.

Through the use of additional funding we aim to ensure that all DP leave us:

1. Achieving in line with age expected peers in reading, writing and maths.
2. Confident communicators with skills and values which ensure they can access the full curriculum, and are ambitious and hopeful for their future.
3. Resilient, independent learners who understand how to keep themselves safe and physically and mentally healthy.
4. With an appreciation of the importance of education and knowing to attend school regularly and on time, having established learning strategies and routines which they can take to their next phase of learning.
5. With aspiration for their own future and an understanding of the world of work beyond school and the opportunities that this can give them.

We recognise that some of our children do not arrive at school ready to learn due to adverse childhood experiences and lower levels of language. This may result in them lacking confidence, self-esteem and often an inability to self-regulate their emotions; these are all barriers to their learning. We believe that this can be best addressed through highly effective home school relations to improve home learning environments and practices, transition plans, consistently high-quality teaching and learning and intervention (peer tutoring, tuition, high quality feedback) so that learners are confident to take on responsibility for evaluating their own learning and respond to teachers' feedback to strive to improve. Our work as a Voice 21 partner ensures that vocabulary and oracy are key threads throughout our curriculum and our practice, providing pupils with the language to support their learning and the confidence to articulate it.

Challenges

Challenge number	Detail of challenge
1	At least 40% of our pupils have experienced trauma in their lives due to adverse childhood experiences and as a result this can lead to children attaining less well than their peers and can result in children being unable to regulate their emotions causing a barrier to accessing learning.
2	Low levels of language acquisition on entry to school (<i>77% arrive at school with language levels significantly below typical, 77% significantly below in self-regulation, 77% significantly below in maths and 93% significantly below in literacy skills.</i>)
3	A proportion of children are not supported to read at home which impacts on their vocabulary range, their comprehension of texts and the development of their cultural capital. Pupil's low development of oral language is linked to limited exposure to literature.
4	The majority of pupils who are persistently absent are disadvantaged pupils; their lower than typical attendance and punctuality impacts on their attainment, reducing their hours spent in school causing them to fall behind from their peers, which can result in a lack of aspiration and create a sense of hopelessness
5	For a proportion of DP pupils, parental engagement with school is limited due to parents' perception of school and its purpose, this has been exacerbated by parents own life experiences and lack of opportunities as a result of deprivation (e.g not appreciating the need for attendance at Parents' Evening, attending workshops, ensuring that their child attends an after school intervention / club or hearing their children read at home). This has a detrimental effect on their academic progress to that of their peers. (Particularly middle and higher attaining children.)

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
All DP children will make accelerated progress resulting in the % of children achieving ARE across school being in line with their non-DP peers in Reading, Writing and Maths.	<ul style="list-style-type: none"> - DP make accelerated progress and gap in attainment between DP and non DP closes. - 70%+ of DP at AE standard. - Year group and class teachers meet termly targets for DP progress and attainment.
Intended outcome	Success criteria
DP will achieve in line with their peers in reading.	<ul style="list-style-type: none"> - DP children read regularly at both home and school and develop a love of reading (at least 5 x week). - Reading outcomes for all and DP are in line with national.
DP have attendance in line with peers.	<ul style="list-style-type: none"> - Attendance of DP pupils is at least 96%. - Parents ensure children attend school on time. - Significant improved attendance for those previously with persistent absenteeism.
Full engagement of DP parents/carers at school events such as parents evening, reading/maths mornings and Thrive/wellbeing support.	<ul style="list-style-type: none"> - 95%+ DP parents attend 1:1 meet with staff at parents evening. - 90%+ DP parents attend year group parent events. - Thrive targets are met and specific targeted children's SEMH is improved. - Children and families know strategies to support wellbeing and actively seek support from school when needed - All parents that are offered support from the pastoral team actively engage.
DP have high aspirations for their future.	<ul style="list-style-type: none"> - DP make accelerated progress. - Children are engaged and can articulate their learning using feedback to improve. - Children can talk about their futures and have aspirations for what they would like to achieve. - DP parents attend 1:1 parents events and support children to complete homework. - All DP will feel included and know that their voice matters and they can influence change and their own futures.
DP will be confident orators and communicators in a range of social circumstances.	<ul style="list-style-type: none"> - DP make accelerated progress. - Children can articulate their learning over time and can express an opinion in relation to it. - Children can talk about their futures and have aspirations for what they would like to achieve. - Children can talk in front of their peer group using subject specific vocabulary.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Key teaching techniques	A professional development programme built using WalkThrus is supported by evidence from cognitive science which provides a clear model for learning, ensuring highly effective professional development for all staff which draws on the work of prominent researchers and cognitive scientists including Dylan Wiliam, Barak Rosenshine, Dan Willingham, Graham Nuthall and Efrat Furst. Their ideas are summarised in our Why? Section WalkThrus. The simplified model of learning informs all of our key teaching techniques.	1,2,3,4,5
Feedback	Education Endowment Foundation confirms effective CPD in metacognition that transforms teachers practice has high impact (+6mths progress) for DP.	1,3,5
Metacognition	Education Endowment Foundation confirms effective CPD in metacognition that transforms teachers practice has high impact (+7mths progress) for DP.	1,3,5
Intrinsic motivation	Education Endowment Foundation confirms effective CPD in metacognition that transforms teachers practice has high impact (+7mths progress) for DP.	2,3,4,5
Early Years Education Development Trust	CPD to support practitioners to develop and improve the low levels of language of DP children with aged 2-4years of age	1, 2,5
CPD leadership	Ensuring that raising attainment of DP is a whole school priority, all leaders are effective in their ability to drive improvement in order to impact on outcomes.	1, 2, 3, 4, 5
Reading comprehension and assessment strategies	Education Endowment Foundation confirms effective CPD in the teaching of and development of reading strategies that transforms teachers practice has high impact (+6mths progress) for DP.	1, 2, 3, 4
CPD – Closing the Vocabulary Gap	Education Endowment Foundation confirms effective CPD in the teaching of vocabulary has high impact (+6mths progress) for DP.	2,3

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

Budgeted cost: £230,287

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lightening Squad 1:3 reading intervention (daily x 6weeks) £2,490	Education Endowment Foundation, DfE confirms that reading comprehension strategies has high impact (+6mths progress) for DP.	1,2,3,5
Early Reading skills (1:1 daily lowest 20% and target children, additional phonics in timetable) £18,000	Education Endowment Foundation, DfE confirms that phonics intervention has high impact (+5mths progress) for DP.	1,2,3,5
Maths fluency (1:1 tutorial weekly for 1hour) £3,400	Education Endowment Foundation, DfE confirms that reading comprehension strategies has high impact (+6mths progress) for DP.	1,4

Early literacy skills – NELI (3x week) £18,000	Education Endowment Foundation, DfE confirms that oral language interventions has high impact (+6mths progress) for DP.	1,2,3,4,5
Mastering number (whole class intervention on fluency)	Education Endowment Foundation, DfE confirms that mastery learning has high impact (+5mths progress) for DP.	1,4
Speech therapy intervention (1:1) £10,000	Education Endowment Foundation, DfE confirms that oral intervention has high impact (+6mths progress) for DP.	2
Reading Club (twice a week) £35,000	Education Endowment Foundation, DfE confirms that reading comprehension strategies has high impact (+6mths progress) for DP.	1,2,3,4,5
Teaching assistant intervention number and reading fluency (1:5) £123,397	Education Endowment Foundation, DfE confirms this has high impact (+4mths progress) for DP.	1,2,3,4,5
Precision Teach £20,000	Education Endowment Foundation confirms effective CPD in the teaching of vocabulary has high impact (+6mths progress) for DP.	2,3

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

Budgeted cost: £85,000

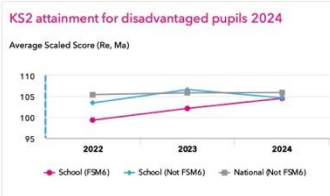
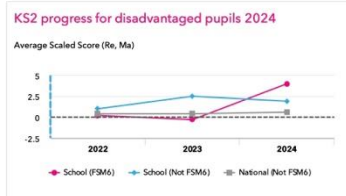
Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 learning mentor work overcoming barriers to attendance, including targeting children who are often late to school £28,000	Education Endowment Foundation, DfE confirms parental engagement and social and emotional learning has high impact (+4mths progress) for DP.	1,5
Thrive - 1:1 and group action plan work £30,000	Education Endowment Foundation, DfE confirms social and emotional learning has high impact (+4mths progress) for DP.	1,5
Young carers £2,000	Education Endowment Foundation, DfE confirms parental engagement and social and emotional learning has high impact (+4mths progress) for DP.	1,5
Lego Therapy £4,000	Education Endowment Foundation, DfE confirms parental engagement and social and emotional learning has high impact (+4mths progress) for DP.	1,5
Forest School £4,000	Education Endowment Foundation, DfE confirms parental engagement and social and emotional learning has high impact (+4mths progress) for DP.	1,5
GEC Survey tool £1,000	To gain pupil voice and perspective in order to promote greater diversity and gain a greater understanding of pupil opinion.	5
11B411 enrichment £10,000	Ensures that all children within school have opportunity to grow in social confidence, as communicators and creative thinking through specific extracurricular opportunities.	3,5
Chat Play Read £6,000	Promoting early language and a love of books and the importance of reading and vocabulary	1,2,3,4,5

Total budgeted cost: £325,297

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 2023 to 2024 academic year.

	Desired outcomes – measured by	Outcome and impact
A	All DP children will make accelerated progress resulting in the % of children achieving ARE across school being in line with their non-DP peers in Reading, Writing and Maths.	<p>We are confident that the activities selected above are the right things and have had the best impact. There is no gap between DP and non DP in EYFS, PST and KS1 results. Internal data shows the gap between DP and non DP is narrowing across KS2 and in all subjects. Progress across school for DP children is strong and monitoring (book looks, learning walks, pupil voice) by leaders in school, evidence that teaching and learning for DP is at least good and there are no visible gaps in provision between DP and non DP children.</p> <p>By the end of Key stage 2 DP progress is accelerated and attainment gap is closed.</p> <div>   </div>
B	DP children will achieve in line with their peers in reading.	<p>DP children for phonics and KS1 assessments are achieving in line with peers. There is a larger gap at KS2. Children are reading regularly in school through reading sessions, being read to and Book Club sessions. Class teachers track closely children who read at home and provide support to those who do not regularly read at home. Where needed, children attend a range of interventions (lightening Squad/phonics tutoring) which have accelerated progress. We are confident that the activities selected above are the right things and have had the best impact.</p>
C	DP children have attendance in line with peers.	<p>There have been improvements in attendance for DP children, however, for some individual families and children this is still an area of concern. Attendance, punctuality and persistent absenteeism are monitored by all leaders and initiatives and support deployed. We are confident that the activities selected above are the right things and will continue to have the best impact alongside our new attendance initiative.</p>
D	Full engagement of DP parents/carers at school events such as parents evening, reading/maths mornings and Thrive/wellbeing support.	<p>There have been rapid improvements in parentage engagement for all parents, especially DP parents. Our parental engagement strategy outlined principles, aims and activities to increase parental engagement. There have been a range of opportunities, including curriculum workshops, showcase events, assemblies, stay and play sessions, coffee mornings, Family Thrive and sessions ran by external agencies. All these sessions and parents evening have been well attended; parents have commented positively about</p>

		these and their impact. There is still more work to do for those 'hard to reach' parents.
F	DP children have high aspirations for their future.	Pupil voice demonstrates children have high aspirations. The impact of Core Values, Inspire to Aspire, 11B411 are all contributing to higher aspirations by pupils and their parents. There has also been an increase in parental engagement in school events. There is still more work to do for those 'hard to reach' parents or where individual circumstances lead to aspirations being low.

Externally provided programmes

Programme	Provider
Lightening Squad 1:3 reading intervention (daily x 6weeks)	Fisher Family Trust
Early Reading skills (1:1 daily 20% and target children, additional phonics in timetable)	RWInc
Maths fluency (1:1 tutorial 1xweekly 1hour)	3 rd Space Maths
Early literacy skills	NELI
Mastering number (whole class intervention on fluency)	Maths Hub
Primary Mental Health Team	NHS
Direct work with learning mentor	Thrive
Speech therapy intervention (1:1)	SALT

Further information

Through our curriculum and our provision, our priority is to ensure all children are inspired, motivated to learn and ambitious for their future. To support this drive, we have allocated additional resource:

- Close learning partnership between the schools within the MAT, to share best practice, review provision and hold each other to account for the progress of DP.
- We ensure that all use of funds and intervention is underpinned by research and a secure evidence base of impact.
- Our focus on oracy throughout our curriculum (partnership with Voice 21) secures vocabulary and widens the range and complexity of vocabulary used by our DP supporting their confidence as communicators in social circumstances beyond school.
- A pastoral strategy that develops a child personally and academically, ensuring that the impact of adverse childhood experiences are mitigated and minimised.
- Relational approach to safeguarding and behaviour management weaves through the whole curriculum enabling children to self-regulate and effectively engage in learning.
- A PSHE curriculum that teaches children how to learn effectively, how to self-regulate and how to manage their physical and mental health.
- 11B411 enrichment curriculum that ensures that all children within the schools within the MAT have opportunity to grow in social confidence, as communicators and creative thinking through specific extracurricular opportunities.
- Inspire to aspire half termly events to develop the children's understanding of the world beyond education, setting themselves goals for their future.