

## Alderman's Green Pupil Premium Strategy Statement

### 3 Year Strategy (2024- 2027)

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 Primary School
Number of pupils in school	500
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	November 2024
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	£ £302,720
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£302,720

## Part A: Pupil premium strategy plan - Statement of intent

Where you start in life shouldn't determine your future. It is Triumph Learning Trust's belief that education should ensure that each generation of children reaches their full potential and have high aspirations for their futures. Triumph Learning 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.

We are proud to provide our children with a rich curriculum and opportunities to develop aspirations; this supports all children to achieve academically and developmentally. We provide high levels of care, yet we have high expectations for all children. Children receive expectational support from their class teachers, the pastoral and SEN teams and through a range of effective interventions. Our relational behaviour policy, approach to safeguarding and school values and culture enable all children to flourish and thrive in school.

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. As 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 many contributing factors such as adverse childhood experiences or lower levels of language. This may result in them lacking confidence, self-esteem and often an inability to 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, 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.

Our previous strategy had great impact; we are committed to continuing this work and amending this further to see a greater impact.

### 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 can be a significant barrier to children achieving academically but also begin able to connect socially with others and effectively communicate their feelings. Many children are not grammatically correct when they speak. When not addressed, low levels of language acquisition can affect a child's academic successes and impacts their mental health and wellbeing.
3	A proportion of children are not supported to develop their literacy skills at home which impacts on their vocabulary range, their comprehension of texts and the development of their cultural capital, sentence formation and stamina for writing. Pupil's low development of oral language is linked to limited exposure to literature and thus impacts writing.

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.
5	For a proportion of DP pupils, parental engagement with school can be 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 (This has a detrimental effect on their academic progress to that of 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
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. There will also be an increased % of DP children achieving greater depth in Reading, Writing and Maths.	<ul style="list-style-type: none"> <li>DP make accelerated progress and gap in attainment between DP and non-DP closes, especially in Key Stage 2.</li> <li>% of DP children achieving greater depth increases.</li> <li>70%+ of DP at AE standard.</li> <li>Year group and class teachers meet termly targets for DP progress and attainment.</li> </ul>
DP will achieve in line with their peers in writing.	<ul style="list-style-type: none"> <li>Grammarsaurus helps children secure the foundations in writing so that they are confident writers and able to use these skills to understand and write grammatically correct sentences.</li> <li>Writing outcomes for all and DP are in line with national.</li> <li>DP make accelerated progress and gap in attainment between DP and non-DP closes across all year groups.</li> </ul>
All children feel that they welcomed, connected and successful; all DP have attendance in line with peers.	<ul style="list-style-type: none"> <li>Attendance of DP pupils is in line with non-DP children and national.</li> <li>% of DP children who are persistently absent decreases.</li> <li>Significant improved attendance for those previously with persistent absenteeism.</li> <li>Parents ensure children value education so that children attend school every day and are on time.</li> <li>Children demonstrate positive self-efficacy.</li> </ul>
DP will be confident orators and communicators in a range of social circumstances.	<ul style="list-style-type: none"> <li>DP make accelerated progress across all subjects.</li> <li>DP children are well represented across school and have opportunities to develop their oracy skills.</li> <li>Children can articulate their learning over time and can express an opinion in relation to it.</li> <li>Children can talk about their futures and aspire for what they would like to achieve.</li> <li>Children can talk in front of their peer group with confidence.</li> <li>Language acquirer and oracy supports Reading and Writing skills and development.</li> </ul>

<p>Pastoral barriers to successfully engaging in school will be removed to ensure that children have high aspirations for their future, and parents engage fully in school and are equipped to support their children.</p>	<ul style="list-style-type: none"> <li>• 95%+ DP parents attend parents evening.</li> <li>• 90%+ DP parents attend year group parent events.</li> <li>• Thrive targets are met and specific targeted children's SEMH is improved.</li> <li>• Family Thrive is well attended by DP parents.</li> <li>• Parents report that they feel empowered and successful to support their child's academic, developmental and wellbeing needs.</li> <li>• Children and families know strategies to support well-being and actively seek support from school when needed</li> <li>• All parents that are offered support from the pastoral team actively engage.</li> <li>• Children can talk about their futures and aspire for what they would like to achieve.</li> <li>• All DP children and their parents will feel welcomed connected and successful; they know that their voice matters and they can influence change and their own futures.</li> </ul>
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### 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: £12,00**

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 (self efficacy)	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
CPD – Oracy and Grammarsaurus	Education Endowment Foundation confirms effective CPD in the teaching of vocabulary has high impact (+6mths progress) for DP. Grammarsaurus has been proven to have significant impact on children's writing.	2,3

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

**Budgeted cost: £210,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lightening Squad reading Intervention	Education Endowment Foundation, DfE confirms that reading comprehension strategies has high impact (+6mths progress) for DP.	1,2,3,5
Early Reading skills (RWInc tutoring)	Education Endowment Foundation, DfE confirms that phonics intervention has high impact (+5mths progress) for DP.	1,2,3,5
Maths fluency (Number Sense)	Education Endowment Foundation, DfE confirms that reading comprehension strategies has high impact (+6mths progress) for DP.	1,4

WELCOMM Speech and Language toolkit	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)	Education Endowment Foundation, DfE confirms that oral intervention has high impact (+6mths progress) for DP.	2
Reading Club (twice a week)	Education Endowment Foundation, DfE confirms that reading comprehension strategies has high impact (+6mths progress) for DP.	1,2,3,4,5
Precision Teach	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: £80,720**

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	Education Endowment Foundation, DfE confirms parental engagement and social and emotional learning has high impact (+4mths progress) for DP.	1, 4, 5
Thrive - 1:1 and group action plan work	Education Endowment Foundation, DfE confirms social and emotional learning has high impact (+4mths progress) for DP.	1, 4, 5
Young carers	Education Endowment Foundation, DfE confirms parental engagement and social and emotional learning has high impact (+4mths progress) for DP.	1, 4, 5
Lego Therapy	Education Endowment Foundation, DfE confirms parental engagement and social and emotional learning has high impact (+4mths progress) for DP.	1, 4, 5
Forest School	Education Endowment Foundation, DfE confirms parental engagement and social and emotional learning has high impact (+4mths progress) for DP.	1, 4, 5
11B411 enrichment	Ensures that all children within school have opportunity to grow in social confidence, as communicators and creative thinking through specific extracurricular opportunities.	1,2,3,4,5
Parent engagement sessions, including Chat, Play, Read.	Promoting early language and a love of books and the importance of reading and vocabulary	1,2,3,4,5

**Total budgeted cost: £302,720**