

Pupil premium strategy statement – Albert Village Community Primary School



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	202
Proportion (%) of pupil premium eligible pupils	12%
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)	
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Cheryl Lott
Pupil premium lead	Luke Stratton
Governor / Trustee lead	Dave Ellison-Lee (as delegated by Board of Directors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 29,085
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£3,770
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£32,855

Part A: Pupil premium strategy plan

Statement of intent

- Pupil Premium attainment to be level with non Pupil Premium attainment
- Professional development
- Trust Professional Development
- Instructional coaching
- Development of curriculum resources
- Additional tutoring

Challenges

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

Challenge number	Detail of challenge
1	Variance in parental involvement, engagement and capacity to support with home learning
2	Access to ICT and other equipment
3	Attendance (Persistent absence and low attendance)
4	Social and emotional issues including lack of enrichment opportunities
5	Variability in effectiveness of teaching
6	Ability to access rigorous curriculum

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
Consistently strong teaching and learning practice, where evidence-led strategies are employed within lesson delivery	Teachers have strong pedagogical knowledge Teachers make well informed pedagogical choices Pupils remember more over time

Raise disadvantaged attainment in all key metrics at each statutory assessment point	Disadvantaged pupils attain at the same level as non-disadvantaged pupils in each statutory assessment point
Stronger outcomes for combined attainment in KS2	Pupils achieve in line with national
Pupils rates of attendance increase	Disadvantaged pupils attend at the same rates as their non-disadvantaged peers
Consistently strong teaching and learning based upon evidence-informed practice.	Staff have strong pedagogical knowledge Pupils remember more overtime Pupils achieve in line with National Expectations
Parents/carers participation in school life and learning increases	Evidence of increased parental participation with impact on achievement. Parents report positive experiences of supporting their child and being involved in school life

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, 761

Activity	Evidence that supports this approach	Challenge number(s) addressed
Devise, develop & deliver a programme of strong, sustained CPD, focused on evidence-led teaching approaches, delivered in line with the EEF guidance by Trust	Evidence shows that quality of teaching has a high impact on pupil outcomes. Using approaches that have been shown to have impact in the classroom will enhance the impact of teaching and learning. Following EEF guidance on the delivery of effective CPD allows teachers to be shown strategies, and also have time to practice them with peers and apply them to future classroom practice. EEF Effective Professional Development Guidance Report Improving The Impact of Teachers in	5 & 6

Teaching & Learning Leads.	Pupil Achievement in the UK – Sutton Trust	
Provide instructional coaching for all teachers, delivered by experienced	<p>Instructional coaching has been shown to have impact over time due to the nature of being coached in small increments, and having this modelled with time to practice and have feedback on by an expert.</p> <p>The EEF designate this as follow on coaching and put this at the heart of effective professional development following on from initial training.</p> <p>Four Reasons Instructional Coaching is Currently the Best Evidence-Informed CPD</p> <p>Putting Evidence to Work – EEF</p> <p>What is Instructional Coaching – Ambition Institute</p>	5 & 6
Engagement in Voice 21 Oracy programme to support high-quality oracy within the classroom, and the upskilling of teachers in their own oracy and ability to teach oracy skills effectively.	<p>Oral language interventions, including activities such as high-quality classroom discussion have a high impact on pupil attainment</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	5 & 6
Development of high quality curriculum resources that are ambitious and academically	<p>A strong, ambitious curriculum with logically sequences lessons has been shown to be essential for learning to take place.</p> <p>Teacher subject knowledge, and their pedagogical understanding of how to relay this knowledge to pupils has also been highlight as effective practice.</p> <p>The Great Teaching Toolkit: Evidence</p>	5 & 6

rigorous, including teacher resources that support development of teacher subject knowledge	Review – Evidence Based Education	
To identify a pupil premium champion in school to lead on raising attainment strategically.	<p>Cat 4 testing for all Rise+ children. Rigorous tracking of interventions and clear tracking of termly assessment.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>https://support.gi-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/information-for-parents/</p>	5 & 6

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

Budgeted cost: £ 4, 682

Activity	Evidence that supports this approach	Challenge number(s) addressed
Shine interventions	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	5 & 6
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	5 & 6

To provide small group in and out of school tuition.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	5 & 6

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

Budgeted cost: £17408

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Employing the Education Welfare Officer to support school.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence	3
Purchase school uniform for children in receipt of pupil premium	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/school-uniform	4
Development of a range	There is extensive evidence associating childhood social and emotional skills with improved outcomes at	4

of after school clubs.	school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	
Supporting the development of a range of school trips	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.pdf(educationendowmentfoundation.org.uk)	4
ELSA Support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/social-and-emotional-learning	4
Parental engagement and involvement	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1

Total budgeted cost: £ 32,851

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS1 and Phonics

Early Years Foundation Stage GLD 76% (expected national average 67%) PP 50%

Y1 Phonics 93% (expected national average 79.5%) PP 50%

Y2 Reading 68% 9 (expected national average 68%) PP 50% pupils

Y2 Mathematics 77% (expected 70%) PP 75%

Y2 Writing 64% (expected national average 59%) PP 25%

RWM combined 58% (expected national average 55%) PP 25%

KS2 Reading 68% (expected national average 73%) PP 50%

KS2 Writing 58% (expected national average 71%) PP 33.3%

KS2 Maths 77% (expected national average 73) PP 50%

KS2 Combined 45% (expected national 59%) PP 33.3%

Attendance Whole school 93.62 Disadvantaged 90.77% (2.85% difference)

The school has continued to use PIRA and PUMA reading and maths papers to assess pupils so that areas of need can be identified and addressed.

Teaching strategies, which include pre-teaching, overlearning, re-teaching with alternative methods, to ensure secure knowledge continues to be embedded throughout the school. in all areas of the curriculum. Support staff training has ensured that they are upskilled as they play a significant in pre-teaching and over-teaching.

Oracy is well embedded in the school and is being used to inspire, engage and support reluctant writers.

Support staff offer high impact provision and additional targeted interventions.

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
TT Rockstars	
Testbase	
White Rose Maths	