

Pupil premium strategy statement – Albert Village 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	205
Proportion (%) of pupil premium eligible pupils	15%
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)	2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
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	£47, 620
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>	£47, 620

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: £17,619

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 Teaching &	<p>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.</p> <p>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.</p> <p>EEF Effective Professional Development Guidance Report</p> <p>Improving The Impact of Teachers in Pupil Achievement in the UK – Sutton Trust</p>	5 & 6

Learning Leads.		
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
Development of high quality curriculum resources that are ambitious and academically rigorous, including teacher resources that support development of teacher subject knowledge	<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 Review – Evidence Based Education</p>	5 & 6
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: £ 26,901

Activity	Evidence that supports this approach	Challenge number(s) addressed
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

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

Budgeted cost: £3100

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 trust attendance officer.	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/schooluniform	4
Development of a range of after school clubs.	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
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)	

Total budgeted cost: £ 47,620

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS

EYFS GLD 76% (national 67%). PP 75%

KS1

Y1 phonics screen 90% (national 80%). PP 71%.

Y2 reading 79% (national 77%). PP 50%

Y2 mathematics 76% (national 78%). PP 50%

Y2 writing 76% (national 72%). PP 50%

RWM combined 59%. PP 50%.

KS2

KS2 reading 58% (national 74%). PP 50%

KS2 writing 73% (national 72%). PP 50%

KS2 maths 73% (national 73%). PP 50%

Attendance

2023-24 95%. PP 89% (6% difference.)

The school's pupil premium champion collects comparative data 3 times yearly, closely monitoring the attainment and progress of pupil premium children in comparison to non-pupil premium. This information is then fed back to class teachers regularly and is used to inform whole-school priorities as well as individual class priorities.

The school has used CAT4 tests in order to identify specific learning needs of different children. These feed into pupil progress meetings and shape the individual learnign for these children. Last year, the school continued to use PIRA and PUMA reading and maths papers to assess pupils so that areas of need can be identified and addressed. This year that has changed to White Rose (for maths) and Headstart (for reading).

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
White Rose maths	White Rose
Times Tables Rockstars	Maths circle
Numbots	Maths circle
Smartgrade	Smartgrade
Language Angels	Language Angels

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)