

Pupil premium strategy statement – Great Alne Primary School 2023-2024

This statement details our school's use of pupil 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	41
Proportion (%) of pupil premium eligible pupils	42%
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)	2022/23 2023/24
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Matt Penn
Pupil premium lead	Matt Penn
Governor / Trustee lead	Doug Badger

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,890
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£26,890

Part A: Pupil premium strategy plan

Statement of intent

At Great Alne Primary School, we are committed to ensuring that all pupils benefit from the enhanced teaching and learning opportunities provided by Pupil Premium funding. We believe that the best outcomes for our pupils are achieved through high-quality teaching and learning, and we will prioritise staff development in areas that will positively impact all children.

We will implement specific, targeted interventions for groups of pupils who require short, intensive support, ensuring that appropriate provisions are made for all pupils belonging to vulnerable groups, including those from socially and economically disadvantaged backgrounds.

Recognising that not all pupils receiving free school meals are socially disadvantaged, and that not all socially disadvantaged pupils are registered for free school meals, we will consistently review our registers as pupils are added or removed.

Our allocation of Pupil Premium funding will be informed by a thorough needs analysis, identifying priority classes, groups, or individuals. We aim to utilise our Pupil Premium funding in a diverse manner, catering to the broad spectrum of pupils' abilities and needs.

In our spending decisions, we will carefully consider high-quality research, including guidance from the Education Endowment Foundation (EEF) and the Department for Education (DfE).

We believe that all staff share the responsibility for the academic progress and outcomes of disadvantaged pupils. Their progress and provision will be reviewed at least termly by class teachers and senior leaders to ensure accountability and continuous improvement.

Challenges

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

Challenge number	Detail of challenge
1	Personal development and literacy skills when children enter reception are lower for pupils eligible for pupil premium than for other pupils. This can affect their ability to access learning and parental engagement with school.
2	Mobility children who join the school with negative perceptions of education. Restoring confidence is required before learning can continue at an accelerated pace.

3	Progress of disadvantaged pupils was substantially affected due to COVID lockdowns
4	Attendance of pupil premium children is below those of children not eligible for pupil premium funding
5	A significant number of children suffer from low self-esteem

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
To diminish progress gaps between PP children and their peers, taking into account those with combined additional needs.	End of year outcomes (July 2024) for eligible pupils have improved in relation to their peers.
To raise the percentage of pupils achieving the age expected standard in reading, writing and maths.	End of year outcomes indicate improved attainment and progress rates for PP children.
To provide a concise attendance strategy for disadvantaged children whose attendance levels have dropped below 95%	Gap between PP children and non PP children closed.
To provide additional emotional support where necessary enabling children to be happy and successful learners	Close monitoring of impact of in school therapy

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2134.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscribe to Literacy Tree and work alongside to engage with new teaching methods/approaches to writing	https://educationendowmentfoundation.org.uk/education-evidence	1, 2, 3
1:1 INSET for staff on approaches to writing	https://educationendowmentfoundation.org.uk/education-evidence	1,2,3

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

Budgeted cost: £21,584

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and teaching assistants who run specific intervention and extra support groups such as Phonics, Lego Club etc	https://educationendowmentfoundation.org.uk/education-evidence	1-5

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise extracurricular and residential opportunities so that all children have access (£1300)	https://educationendowmentfoundation.org.uk/education-evidence	4,5
Peripatetic music lessons (£1872)	https://educationendowmentfoundation.org.uk/education-evidence	4,5

Total budgeted cost: £26,890

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 6 Attainment Results:

- **Reading:** 66% of Pupil Premium (PP) children reached the Expected Standard (ARE).
- **Writing:** 45% of PP children reached ARE.
- **Maths:** 54% of PP children reached ARE.
- **Combined (Reading, Writing, Maths):** 42% of PP children reached ARE.

Cohort Details:

- The percentages are based on a cohort of 11 Pupil Premium children.
- 100% of these children made expected progress, with at least 33% achieving exceptional progress in reading, writing, and maths.

Future Predictions:

- Predictions for the forthcoming academic year are encouraging, with a higher percentage of children expected to end Year 5 at ARE in all areas, having made expected or greater progress.

Support and Attendance:

- The number of Pupil Premium children accessing therapy or pastoral support has significantly increased compared to previous years, with registers more than doubling since pre-COVID.
- Attendance for Pupil Premium children remains a priority, with a trend of around 90%,
- Specific cases of persistent absenteeism remain a challenge, particularly amongst those who have arrived from other schools.