



Pupil premium strategy statement 2021-2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Alma Park Primary School
Number of pupils in school	470
Proportion (%) of pupil premium eligible pupils	27.4% 129 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2022, 2022-2023, 2023-2024
Date this statement was published	February 2022
Date on which it will be reviewed	July each year
Statement authorised by	Richard Williams Headteacher
Pupil premium lead	Richard Williams
Governor / Trustee lead	Grace Dobson Hughes Pupil Premium and Recovery

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,080
Recovery premium funding allocation this academic year	£31,109
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	£174,189

Statement of intent

Pupils at Alma Park Primary School, will make targeted progress in reading, writing and maths based on their individual starting points, through quality first teaching and targeted support. We aim for disadvantaged pupils to have access to a wide range of support in school to meet their individual needs so that our pupils are not disadvantaged as a result of their socioeconomic context. We believe that with the correct support all pupils can achieve their full potential,

We will provide pastoral support for pupils and parents/carers who have been identified by school as vulnerable.

We will facilitate children's access to enrichment experiences building on and enhancing their cultural capital which will have a positive impact on their academic achievement and well-being.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

Challenge number	Detail of challenge
1	Most pupils start the Foundation Stage well below age related expectations in all areas.
2	Very low attainment in reading on entry to Early Years and mobile children in Key Stages 1 & 2
3	A high percentage of pupils have EAL
4	Many children have a limited life experience to draw upon which impacts attainment, progress, self-confidence and resilience.
5	High level of socio-economic deprivation impacting on the social, emotional and mental health of adults and children
6	The education and wellbeing of many of our pupils have been impacted by partial school closures. These findings are supported by national studies and shows that this has resulted in significant gaps in knowledge leading to pupils falling further behind.

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
Accelerate attainment from entry to the end of EY of pupils eligible for PPF	Pupils eligible for PPF will achieve aspirational targets by the end of EYFS
Curriculum offer provides tailored/additional support to meet the needs of children with EAL/communication difficulties leading to positive outcomes	Bespoke EAL provision in KS2 Wellcomm assessments and appropriate support in place Accelerated progress from start points in communication and language acquisition SaLT deployed appropriately and impacting positively on pupil outcomes
To enrich the experiences of pupils eligible for PPF through a range of different activities	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged children
To improve the physical and mental health and well-being of pupils eligible for PPF	Pupils will be more ready to learn and engage with the curriculum and those eligible for PPF will achieve aspirational targets by the end of their key stage.
To enable parents of children eligible for PPF to be able to support their children's learning	Better parental engagement and accelerated progress and attainment in each year group.

Teaching

Budgeted cost: £ 34,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils Introduction of Little Wandle and training for all staff</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1/2/3/6</p>
<p>Online resources: Mathletics, Reading Eggs, TT Rockstars All our children will have access to online learning with support for parents in how to use them. Encouraging them to engage with their children's learning at home</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>2/3/6</p>
<p>Whole staff training programme targeting quality first teaching and school development priorities</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1/2/3/6</p>

Whole school INSET on curriculum design	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1/2/3/4/5
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Targeted academic support

Budgeted cost: £ 99,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Zen Zone led by SENDCo (tailored support for children with SEND)	<p>English, Maths and Pastoral provision for children with a variety of additional needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2/5/6
Appropriate teachers and TAs trained to assess pupils with Wellcomm materials	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1/2/3
<p>Speech Therapist (full day per week) works with children and supports adults</p> <ul style="list-style-type: none"> • SaLT trains staff within school • High quality small group interventions 		1/2/3

<ul style="list-style-type: none"> • Our children benefit from evidence based interventions to raise levels of oracy • INSET from SaLT improves staff knowledge 		
Teaching Assistants trained to deliver targeted 1:1 and small group English/Maths interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2/3
KS2 Teaching Assistant to work supporting International New Arrivals and children moving towards fluency	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Tiered_model_and_menu_of_approaches_1.0_pdf.pdf?v=1649418813	3

Wider strategies

Budgeted cost: £ 40,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play Therapy One to one, weekly high level specialist therapeutic support To decrease those behavioural and emotional difficulties that interfere significantly with a child's relationships and readiness to learn.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	5/6
Art Club to support children struggling at the less structured lunch time	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	5/6
Breakfast Club	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1/5/6

Breakfast time, pastoral support, and learning opportunities.		
Curriculum Enrichment activities A comprehensive plan of enrichment activities to complement our children's curriculum and create moments and experiences to remember	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	2/4/5
Attendance and punctuality officer appointed Diminishing difference in attendance and punctuality	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium Supporting attendance	4

Total budgeted cost: £ 174,190

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as google classrooms and those provided by Oak National Academy. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.?

