



Pupil premium strategy statement: William Alvey School

This statement details our school's use of pupil premium (and recovery premium for the pupil 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	William Alvey School
Number of pupils in school	641 (Sept. 2021)
Proportion (%) of pupil premium eligible pupils	16.8% (Disadvantaged)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2023 October 2024
Statement authorised by	Stephen Tapley
Pupil premium lead	Lesley Browning
Governor / Trustee lead	



Funding overview

Detail	Amount
	2021/2022
Pupil premium funding allocation this academic year	£ 139 880
Recovery premium funding allocation this academic year	£ 15 080 (145 x 104)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 154 960



Part A: Pupil premium strategy plan

Statement of intent

- To ensure that the learning loss created by the pandemic is identified and children receive necessary support to catch up
- To provide all children with quality first teaching
- To close the learning gap between disadvantaged and other pupils.
- To ensure disadvantaged pupils meet ARE.
- To ensure that all children in need of emotional support receive the necessary support from the pastoral team or outside professionals to allow them to thrive in school



Challenges

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

Challenge number	Detail of challenge				
1	Learning loss due to the pandemic. When analysing the lessons on Seesaw which were not completed during the January – March lockdown, anecdotally, a greater proportion were from the disadvantaged children than from their peers. Internal data shows that the loss in reading has been more significant than maths and writing:				
	2020-2021				
	Maths 73% on track Writing 74% on track Reading 68% on track.				
2	Attendance. The Educational Settings Report for the first 4 weeks of the Autumn term show that the Disadvantaged children's attendance is 4% lower than the rest of the school. (95% vs 91%).				
3	Lack of support at home to complete work or practise skills. We know this because the children are not heard read and homework is not completed at home				
4	Children are not supported in their emotional well-being. More severe behavioural issues and learning time lost through non-engagement.				
5	The learning gap between the disadvantaged pupils and the rest of the school is closed.				
		RWM EXP STANDARD DISAD	RWM EXP STANDARD OTHER	RWM GDS STANDARD DISAD	RWM GDS STANDARD OTHER
	2021-2022	59%	78%	10%	13%



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 reduce the learning loss	Diagnostic analysis has been carried out to ascertain the relevant gaps in learning for individual children. Intervention programs are running that supports the work missed during lockdown.
Attendance amongst all is improved but particularly amongst the disadvantaged group.	The attendance of all children is equal to or greater than 97%
Increase parental engagement/ give the children opportunities within school to make up for the lack of engagement at home.	Text messaging, the use of Facebook and Twitter will be used extensively to try to ensure that all parents are aware of what is going on at school. Parents' Evenings will be both face to face and virtual to try to allow options for the parents who are reluctant to come into school.
Support is in place to deal with the children's emotional well-being. Apply strategies and support to help the children to be more engaged with their own learning.	A network of support is in place which allows any child who requires intervention to be able to access this at the level needed. This support will be a combination of internal pastoral work and external counsellors.
Learning gap is closed	Awareness of the disadvantaged children in each class is made explicit. Year group interventions take account of the needs of these pupils alongside their peers. The provision maps will contain this information, to allow progress to be monitored.



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: £ 83 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Talk for Reading CPD High quality CPD delivered to all staff simultaneously ensures a consistency of approach and understanding amongst staff delivering lessons. <i>Talk for Reading</i> has been written as a result of learning from the practice of teachers. It explores a range of approaches drawn from the classroom and supported by research that have enhanced and enriched reading for children. (1 year CPD costs - £4500)</p>	<p>Evidence from EEF suggests that Reading Comprehension Strategies can make as much as 6 months impact on children’s development.</p> <p>Ofsted – attainment is high where schools had a strong whole school commitment to improving reading and building a culture of reading for pleasure.</p>	<p>1, 3, 5</p>
<p>Teaching for Mastery - Maths The school has been using Maths No Problem – a maths scheme based on the mastery approach to learning - for 8 years. This year we have joined the NCETM mastering number program and training for Reception, Y1 and Y2. The mastery approach ensures children are presented concepts in a variety of ways which are revisited and extended at regular intervals. The children will regularly use manipulatives to help visualise concepts being taught.</p>	<p><i>Evidence from EEF suggests that Mastery Learning can have +5 months impact on a child’s development.</i></p> <p><i>New content draws on and makes links with the content that pupil have previously acquired.</i></p> <p><i>Curriculum progression is by intelligent design rather than choice or chance. (Ofsted Research review series: mathematics. May 2021)</i></p>	<p>1,3,5</p>



<p>(Costs: Materials and Training £1000)</p>		
<p>Phonics Focus on high quality daily phonics teaching using Rocket Phonics. Ensure the reading scheme in EYFS and KS1 is supportive of the phonics teaching. CPD to ensure all teachers new into Reception and KS1 have the skills and teaching resources needed. (Costs: Materials and Training £3000)</p>	<p><i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF)</i></p>	<p>1,3,5</p>
<p>Nurture Group EYFS In the first instance, for the Academic year 2021-22, a nurture group has been set up in the EYFS department to cater for 2 children who are not ready to enter a school setting. This will be run by a highly qualified teacher who previously worked at a special school and a TA. (Costs: Teacher + TA £60 000)</p>	<p><i>Small group tuition has an average impact of four months additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</i></p>	<p>1,3,5</p>
<p>Extra staff to reduce class size We have employed extra teachers in Y2,3,4,5,6 to split the children into smaller groups for the teaching of maths and literacy. This also means the children can receive lessons which are tailored to their needs. (Costs: £15 000)</p>	<p><i>Reducing class size has a small positive impact of +2 month, on average. The majority of studies examine reductions of 10 pupils. (EEF)</i></p>	



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

Budgeted cost: £ 59 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Online Tuition – Third Space Learning Invest in 30 places on Third Space 1:1 tuition programme (verified by DFE). The places will be given to children from Y6 who are furthest away from their expected target. Each child will have 10-12 sessions. (Costs £5000)</p>	<p><i>Individualised instruction can be an effective approach to increasing pupil attainment. +4 Months (EEF)</i></p>	<p>1,3,5</p>
<p>School Led Tutoring An extra member of staff has been employed in Y6 to run the School - led Tutoring Programme. Each child will receive 15hrs of tuition in whichever subject they most need the support. The children and the exact point of intervention have been determined by internal testing. (Costs £29 000)</p>	<p><i>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. (EEF) +5 months</i></p>	<p>1,3,5</p>
<p>NELI + Wellcome Language programmes Implementation of the NELI and Wellcome language programmes are being used in reception and year one. These programmes are delivered by trained staff. (Costs £10 000)</p>	<p><i>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (EEF)</i></p>	<p>1,3,5</p>
<p>TA Interventions Extra apprentices and TA staff have been employed to ensure all year groups have the staff they need to support lessons and run separate intervention groups. (Costs £10 000)</p>	<p><i>Teaching assistants can provide a large positive impact on learner outcomes. +4 months (EEF)</i></p>	<p>1,3,5</p>



<p>Lexplore AI reading Analytics A ground-breaking method of measuring reading attainment, which uses artificial intelligence and eye tracking technology to offer an entirely new insight into literacy.</p> <p>(Costs £5000)</p>	<p><i>Current reading assessments are simply not good enough. When we look at a standard test score in isolation, it tells us a child can't read. It doesn't tell us why that child can't read. Lexplore Analytics gives us much more than a simple score or percentile "</i></p> <p>Bernadette McLean – Former Principal of the Helen Arkell Dyslexia Centre</p>	<p>1,3,5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 62 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Counselling & Pastoral Support The use of both our internal pastoral manager and external counsellors to ensure any child who needs help and support for their mental health and wellbeing is catered for.</p> <p>Costs Ext £2100 + Int £30372)</p>	<p><i>Counselling in Schools: a blueprint for the future (Feb 2016) states that teachers should not be counsellors as an add-on to their teaching role.</i></p>	<p>4</p>
<p>Attendance CPD "Reluctant School Attender" Develop further and reintroduce attendance tracking and monitoring programme. (Costs £1000)</p>		<p>2</p>
<p>Parental engagement</p>		<p>3</p>



<p>Develop further the use of Social media and technology to try to reach the 'hard to reach' parents. We have introduced hybrid parent's evenings, where the parents can either attend face to face or online. The use of Facebook, Twitter, text messaging, Google Forms and email are all used to try to ensure no parent is without the information they need. (Costs £1000)</p>	<p><i>Parental engagement has a positive impact on average of 4 months' additional progress. (EEF) Anecdotally, parents have said they find it easier if they are contacted using social media.</i></p>	
<p>Behaviour Interventions Several children have found the return to school following two lockdowns quite a challenge. We have enlisted behavioural support and 1:1 support for these children to both control and modify their behaviour. (Costs £5000)</p>		4
<p>PSHE – Talking points A whole school PSHE curriculum which addresses the needs of children at a lower level than full interventions. This will help children to understand their mental health, allowing to access and engage with their learning. (Costs £1000)</p>	<p><i>PSHE Association makes the clear link between good mental health and a well-planned, progressive PSHE programme.</i></p>	4
<p>Curriculum Review A far reaching, in depth review of the curriculum, subject by subject to ensure that all skills and knowledge are progressive. The new curriculum will allow children to study more deeply each concept and all aspects will be linked to prior learning and skills. (Cost: £2000)</p>	<p><i>Ofsted quotes the importance of a well planned curriculum on children making progress.</i></p>	

Total budgeted cost: £ 204 000



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

In light of the lack of formal testing and progress measures for 2020-2021, most of the impact review will be in terms of anecdotal evidence, internal testing and questionnaires.

<p>Review the teaching of reading throughout the school to ensure we are compensating for the barriers to learning.</p>	<p>The review of the teaching of reading was hampered due to the lockdown and the Covid restrictions in school, however, we were able to progress this during the first full term and then again towards the end of the year. The Talk for Reading materials were used with years 2-6 – taking the results from an internal questionnaire, 100% of staff reported that:</p> <ul style="list-style-type: none">• The plans were easy to follow• The children are more engaged• Reading lessons have been improved• Reading and writing lessons flow more readily• The children really enjoy the book choices <p>Whilst there were still some concerns surrounding setting up the new structures in order to do it justice and how writing skills fit with the new system, it was an overwhelmingly positive response.</p> <p>IMPACT: As the children were engaged and motivated: a positive impact was observed both in their daily reading, Renaissance Reading scores and the internal test results.</p>
<p>Supplement reading scheme in KS1 to ensure every opportunity is given to relate phonics teaching with the reading materials the children are using.</p>	<p>Extra reading books were purchased for Reception, Y1, Y2 and Y3 and extra Renaissance reader books for years 3-6. The books in the early years was to supplement the current scheme and to bring it more in line with the phonics being taught. The books for KS2 were to add variety and</p>



<p>Introduce a reading scheme in Y3 for the lowest attaining children to ensure they continue to receive a structure approach to their reading journey.</p>	<p>interest. We also introduced Epic, an online reading platform and Rising Stars Reading Platform online – both of these measures meant that children had access to suitable reading materials at the correct level during the lockdown.</p>
<p>Enhance the Accelerated Reader books to ensure there is something for everyone's interests and tastes.</p>	<p>IMPACT: High quality reading materials help to motivate the children, engage their interest and encourage them to read – this practise ensures that they improve.</p>
<p>Use Epic an online reading platform that gives access to an additional 5000 books that are all aligned to the Renaissance system.</p>	
<p>Assess quickly the learning loss due to lockdown and implement catch up programs and extra teaching time to make up the lost learning.</p> <p>Review all interventions. Produce an intervention pathway which ensures our intervention program is progressive. Source materials and train staff to ensure the delivery of the interventions are highly effective. Continue to develop this by evaluating the impact and any training requirements.</p>	<p>Assessment of the learning loss was done swiftly in the early part of the first term, we were then able to make whole school curriculum decisions about which lessons could be combined or scrapped altogether using the NCETM and DfE Ready to Progress materials and Maths No Problem guidance for maths and internal discussions for literacy. This enabled the children to access the most pertinent content whilst still receiving a balanced curriculum. The number and type of Intervention groups was extended to ensure all children had access to the correct catch-up content. The intervention materials were reviewed to ensure they offered the greatest chance of catch-up, training was given to the staff running the interventions and a new intervention framework for Literacy was produced which ensured the children moved progressively between different interventions. Extra staff for maths interventions allowed the group sizes to be smaller and extra time was allowed for both Literacy and numeracy. Extra places were acquired on our 1:1 tuition using the National Tutoring Programme – allowing more children access to the valuable resource.</p> <p>IMPACT: It was noticeable that the children's intervention work was being applied in the classroom situation, enabling them to move to new content with the prior knowledge securely in place.</p>



<p>Continue the use of smaller maths teaching groups by employing an extra teacher, part-time in years 3,4 and 5. Using apprentices and TAs to support in literacy and numeracy.</p> <p>Extend the use of Third Space Learning the online tutoring program.</p>	<p>Internal testing at the end of each maths unit showed the children were making steady progress both in missed content and with new concepts. (Stat Sheffield)</p>
<p>Support children financially to access all school trips, residential visits and music tuition.</p>	<p>Whilst not many visits and trips were able to take place, the Y6 children were able to undertake their residential visit in June – 5 children who would otherwise have been unable to attend this visit were supported financially and thereby able to take part. IMPACT: The children had the opportunity to experience exactly what their peers did – this increased their Cultural Capital and had a huge impact on their self-esteem and well-being.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England



Programme	Provider
Nessy	Nessy
1:1 Online Maths Tuition	Third Space Learning
Lexplore	Lexplore Analytics
Accelerated Reader	Renaissance Learning
TT Rockstars	Magic Circle
Reading Planet Onine	Rising Stars
Purple Mash	2Simple
Seesaw for Schools	Seesaw Learning Incorporated

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> • Bluey Club trip to Skegness for the day – approx.. 70 children • Bluey club trip to the pantomime at Christmas • Picnic in the park • Sunday Games
What was the impact of that spending on service pupil premium eligible pupils?	The children become part of our Bluey club when they first join us in Reception, this means that they have 7 years with their Bluey peers. As a result of this, the children become very fond of each other and this bond allows them to support each other.



Also, as the children move through they transferred from being the supported to the supporter.

For the children whose parents are on active service, the Bluey club offers them the opportunity to discuss their feelings and worries with others who have been through the experience or to go on the trip to just forget about their worries for a while.