



## Pupil premium strategy statement: William Alvey School 2021-2024

This statement details our school's use of pupil premium funding (and recovery premium) for the pupils from September 2021 to August 2024 to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in these academic years and the effect that the spending of pupil premium has had within our school.

### School overview (Review 1 – October 2022) (Review 2 – October 2023)

Detail	Data
School name	William Alvey School
Number of pupils in school	641 (Sept.'21) 624(Oct.'22) 621(Oct.'23)
Proportion (%) of pupil premium eligible pupils	16.8% (Disadvantaged) 20.5% 23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	October 2021 October 2022 October 23
Date on which it will be reviewed	October 2024
Statement authorised by	Shaun Farrington
Pupil premium lead	Lesley Browning
Governor / Trustee lead	



## Funding overview

Detail	Amount		
	2021/2022	2022/2023	2023/2024
Pupil premium funding allocation this academic year	£ 139 880 (deprivation)	£175 608	£190 605
Recovery premium funding allocation this academic year	£ 15 080 (145 x 104)	£16 820	£19 285
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0		
<b>Total budget for this academic year</b>	£ 154 960	£192 428	£209 890



## 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 raise the attendance of all groups with particular emphasis on the disadvantaged children
- Improve parental engagement amongst the harder to reach group.
- 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.
- To close the learning gap between disadvantaged and other pupils.



## 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:
2	Attendance. The Educational Settings Report for the first 4 weeks of the Autumn term 2021 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.



## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To reduce the learning loss	To have increased the number of children achieving EXS+ on all statutory testing to reach pre pandemic levels.
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.	Parents are more engaged. This will be visible by: <ul style="list-style-type: none"> <li>• the numbers of children taking part in non-uniform days.</li> <li>• An increased number of parents attending parents' evenings, workshops etc.</li> <li>• An increased number of parents are regularly hearing their children read and engaging with homework projects (anecdotal)</li> </ul>
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 2023-2024

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: £ 109 800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Talk for Writing</b> Following on from the highly successful <i>Talk for Reading</i> intervention, we have continued our journey with <i>Talk for Writing</i>. This CPD will be a two-year commitment working with the highly respect and experience consultant – Jane Ralph.</p> <p>Once again, this is a whole school approach to the teaching of writing encompassing all aspects of the subject such as vocabulary, grammar, punctuation and spelling.</p> <p>(Cost 23/24 – CPD £9550 + release time £2250)</p>	<p>Oral language interventions which focus on spoken language and verbal interaction in the classroom appear to benefit all pupils. Some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds. A focus on oral language skills will have benefits for both reading and writing.</p> <p>Evidence from EEF suggests that Oral Language interventions can make as much as 6 months impact on children’s development.</p>	<p>1,3,5</p>
<p><b>Talk for Reading</b> Having undergone extensive training in this field, we are now embedding practise over the coming year. <i>Talk for Reading</i> provides a whole school approach to reading developing comprehension, vocabulary and literary style.</p> <p>It explores a range of approaches drawn from the classroom and supported by research that have enhanced and enriched reading for children.</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>(Cost 23/24 =£1000)</p>		
<p><b>Teaching for Mastery - Maths</b>          The school has been using Maths No Problem – a maths scheme based on the mastery approach to learning - for 10 years.          MNP scheme extended to Reception          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.          This is the third year that we have participated in the NCETM mastering number program.          Maths Lead is taking part in the Maths Hub sustaining mastery program.          (Costs: Materials and Training £9000)</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><b>Phonics</b>          Second year of embedding the new Rocket Phonics series with the corresponding reading scheme throughout EYFS and KS1.          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.          Further training needed for new staff both in Rec. and Y1.          Replacement and enhancement of Reading Scheme.          (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><b>Enhanced Provision Unit</b></p> <p>After a successful first year, we have continued to provide the nurture group – it has expanded this year to cater for 6 children who are not ready to attend school, are mostly non-verbal and still in nappies. The group is run by a highly qualified SEND teacher and 2 TAs.</p> <p>We are continuing this provision for the third year – there are now 7 children in the group, one has been able to move into mainstream with a 1:1 and two new children joined in this year’s cohort. The children in the group who are Y1 children are preparing for mainstream or Special Education.</p> <p>(Costs: Teacher + TAs £60 000)</p>	<p><i>Small group tuition has an average impact of four months additional progress over the course of a year.</i></p> <p><i>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><b>Extra staff to reduce class size</b></p> <p>We have employed extra teachers in Y2,3,4,5,6 to split the children into smaller groups for the teaching of maths and some literacy. This also means the children can receive lessons which are tailored to their needs.</p> <p>(Costs: £25 000)</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>	<p>1,3,5</p>

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

Budgeted cost: £ 34 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Online Tuition – Third Space Learning</b></p> <p>Invest in 30 places on Third Space 1:1 tuition programme (verified by DFE). The places will be given to children from</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>Y5 who are furthest away from their expected target. Each child will have 10-12 sessions. (Costs £6 500)</p>		
<p><b>School Led Tutoring</b> 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. School based staff employed to run 1:1 tuition sessions. Not using in third year</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><b>NELI + Wellcome Language programmes</b> Implementation of the NELI and Wellcome language programmes are being used in reception and year one. These programmes are delivered by trained staff. Both SENDCOs have completed the Language for Thinking training, this has been disseminated to 1:1 TAs throughout school. (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><b>TA Interventions</b> 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. We have been able to increase our complement of 1:1 TAs several SEN children – helping these children but also allowing more teacher time to be spent with the rest of the class. (Costs £18 000)</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><b>Lexplore AI reading Analytics</b></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</i></p>	<p>1,3,5</p>



<p>A ground-breaking method of measuring reading attainment, which uses artificial intelligence and eye tracking technology to offer an entirely new insight into literacy. (Costs £5000) Only used for 2021-2022 Academic Year</p>	<p><i>that child can't read. Lexplore Analytics gives us much more than a simple score or percentile “</i> Bernadette McLean – Former Principal of the Helen Arkell Dyslexia Centre</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 66 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Counselling &amp; Pastoral Support</b> 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. Additional staff appointed 2 days per week to increase this provision. Contributions made to uniform, trips, music lessons, residential to ensure no child misses out and that they all feel valued and part of the wider school. Additional cost: £15 000 Costs Ext £4000 + Int £32 000 Pastoral hours have been increased by an additional 8 hours per week. £6000</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>	4
<p><b>Parental engagement</b> 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</p>	<p><i>Parental engagement has a positive impact on average of 4 months' additional progress. (EEF)</i></p>	3



<p>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.</p> <p><b>New Parentmail system has introduced to ensure all correspondence goes to parent's email and can be accessed via their phones. Payments can also be made online.</b></p> <p>Further development of the communication systems to ensure all parents can be reached through a platform of their choice. Parental questionnaires were sent to establish which methods of communication were most effective. Weekly newsletter send to all parents.</p> <p>(Costs £2000)</p>	<p><i>Anecdotally, parents have said they find it easier if they are contacted using social media.</i></p>	
<p><b>Behaviour Interventions</b></p> <p>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.</p> <p><b>Psychology assistant works with identified children to help them to engage or to work on specific strategies – once per week for 10 weeks.</b></p> <p>Introduction of pupil passports for those most in need of behavioural support. SLT mentors introduced to analyse any patterns of behaviour for six children who need the most support. Time spent in one to one sessions with these children.</p> <p>(Costs £6000)</p>		4
<p><b>PSHE – Talking points</b></p> <p>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.</p>	<p><i>PSHE Association makes the clear link between good mental health and a well-planned, progressive PSHE programme.</i></p>	4



<p><b>Curriculum Review</b> 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 – supply cover)</p>	<p><i>Ofsted quotes the importance of a well-planned curriculum on children making progress.</i></p>	
<p><b>Cultural Capital</b> Families are supported financially to allow the children to access trips, peripatetic music lessons, swimming and residential. This allows all children the opportunity to take part in activities. (Cost: £6 000)</p>		3,5
<p><b>Growth Mindset</b> In order to support all children to reach their learning potential, we are embarking on Growth Mindset training for all staff. (Cost £3 000)</p>	<p><i>Evidence suggests that there are numerous benefits of having a growth mindset. These include how they handle stressful situations, how they seek out feedback and how they choose to study. It can also help improve their self-esteem and resilience. (InnerDrive)</i></p>	1,3,5
<p><b>Wellbeing Training</b> Two senior members of staff will be undertaking the DfE’s ‘Senior Mental Health Lead’ training. (Cost £2000)</p>	<p><i>For academic progression, better emotional wellbeing is a key factor in primary school. (The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes DFE-RR253)</i></p>	4,5
<p><b>Attendance Review</b> A wholesale review of our attendance procedures to ensure as much as possible is being done to get children into school. (Cost – supply, training- £3000)</p>	<p><i>The higher a pupil’s attendance, the more they are likely to learn, and the better they are likely to perform in exams and formal assessments. (The Education Hub, Blog – May 2023)</i></p>	2

**Total budgeted cost: £ 210 300**



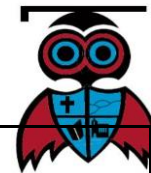


## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2023 academic years.

<p>To ensure that the learning loss created by the pandemic is identified and children receive necessary support to catch up</p>	<p>Extra interventions, smaller classes and more focussed tuition has begun to address the learning lost during the lockdowns.</p>		
	<p>2020-2021</p>	<p>2021-2022 KS2 SATs</p>	<p>2022-2023 KS2 SATs</p>
	<p>Maths 73% on track Writing 74% on track Reading 68% on track.</p>	<p>Maths 78% on track Writing 81% on track Reading 80% on track.</p>	<p>Maths 85% on track Writing 86% on track Reading 77% on track</p>
	<p>More children were on track in all three subject areas at the end of 2022 than at the end of 2021.</p>		
<p>To raise the attendance of all groups with particular emphasis on the disadvantaged children</p>	<p>The attendance of both disadvantaged children and all other children has risen by 1%, however the gap between the two groups remains at 4%.</p>		
	<p>Year</p>	<p>Disadvantaged</p>	<p>All other children</p>
	<p>2020-2021</p>	<p>91%</p>	<p>95%</p>
	<p>2021-2022</p>	<p>92%</p>	<p>96%</p>



	2022-2023	90%	96%		
Improve parental engagement amongst the harder to reach group	There is evidence to suggest that these parents are now receiving messages that they would not have received in paper form. However, engagement with school in terms of helping their children with homework and reading is still limited.				
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	Pastoral Caseload 2020-2021	Pastoral Caseload 2021-2022	Pastoral Caseload 2022-2023		
	90	79	87		
	The pastoral caseload has been reduced slightly but remains high. Many of the cases are more complex and time consuming.				
To close the learning gap between disadvantaged and other pupils.		RWM EXP STANDARD DISAD	RWM EXP STANDARD OTHER	RWM GDS STANDARD DISAD	RWM GDS STANDARD OTHER
	2021-2022	59%	78%	10%	13%
	2022-2023	53%	71%	11%	14%
	2023-2024	41%	73%	0%	12%



## 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
Accelerated Reader	Renaissance Learning
TT Rockstars	Magic Circle
Reading Planet Online	Rising Stars
Purple Mash	2Simple
Seesaw for Schools	Seesaw Learning Incorporated
Rocket Phonics Online	Rising Stars

## 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"><li>• Bluey Club trip to Skegness for the day – approx. 70 children</li><li>• Bluey club trip to the pantomime at Christmas</li><li>• Picnic in the park</li><li>• Sunday Games</li></ul>





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 the school, they transition 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.