



Pupil premium strategy statement: William Alvey School Sept. 2024 - July 2027

This statement details our school's use of pupil premium funding (and recovery premium) for the pupils from September 2024 to July 2027 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

Detail	Data
School name	William Alvey School
Number of pupils in school	591
Proportion (%) of pupil premium eligible pupils	26.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	July 2027 with mid reviews Oct. 25,26
Statement authorised by	Shaun Farrington
Pupil premium lead	Lesley Browning
Governor / Trustee lead	Heather Kasperczyk



Funding overview

Detail	Amount
	2024/2025
Pupil premium funding allocation this academic year	£237 930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£237 930



Part A: Pupil premium strategy plan

Statement of intent

- To maintain the strong outcomes of our PP children in reading, writing and maths through quality first teaching and targeted academic support.
- Ensure PP children are ready to learn because their emotional wellbeing and mental health needs are met.
- Ensure PP children have strong levels of attendance.
- Increase and expand the life experiences of PP children.



Challenges

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

Challenge number	Detail of challenge
1	Attainment in reading, writing and maths. Because of their starting points, the progress of our PP children needs to be accelerated during their time at the Alvey so we narrow the gap between them, and their non PP peers nationally, by the time they leave Y6.
2	Readiness to learn. Many PP children come from families that struggle financially. This can mean some PP children do not get enough food or the right types of food. It can lead to high levels of anxiety and stress. In more extreme cases, it requires support from social care. Of the 9 children supported by social care in 2024/25, 6 are PP. These factors have an impact of some PP children's ability to learn.
3	The issues outlined in the box above leads to social, emotional and mental health development issues for some of our PP pupils. This requires support, and for some, specialist intervention.
4	The attendance of PP children has historically been below their peers nationally.
5	Limited life experiences – a large proportion of PP children have limited life experiences. This lack of experience presents a barrier to their PSHE development and their learning generally.



Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2027)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
The attainment of our PP pupils will continue to be higher than their PP peers nationally in published data at the end of Year 6.	The attainment of our PP pupils will accelerate so it higher than their PP peers at the end of KS2 in reading, writing, maths and Combined.
The gap between the attainment of our PP pupils and overall national outcomes will continue to be small or equal to nationally published data at the end of year 6.	The gap between the attainment of our PP pupils and overall national outcomes at the end of KS2 in reading, writing, maths and Combined, will continue to be small, or equal to, nationally published data.
Our PP children are ready to learn and this is leading to improved behaviour, social and learning outcomes.	PP children are not disproportionately involved in extreme negative behaviours or exclusion data. Case study evidence shows improvements in the social, emotional and well being outcomes for PP children.
The attendance of our PP pupils will improve over the course of this plan.	The attendance of our PP pupils will improve and match their PP peers nationally in published attendance data over the three years of this plan.



	<p>The gap between the attendance of our PP pupils and overall national attendance outcomes will narrow over the three years of this plan.</p>
<p>All PP children access enrichment opportunities that enhance their cultural capital.</p>	<p>All PP children will attend subsidised educational and enrichment opportunities throughout the year.</p> <p>All PP children will be offered the chance to attend at least one residential trip during their time at the Alvey. The cost of this will be subsidised.</p> <p>School will offer a broad range of after school enrichment opportunities that are accessed by the majority of PP children. Our aspiration is that all PP children in KS1&2 attend at least one after school club a year.</p>



Activity in this academic year 2024-2025

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: £ 130 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Talk for Writing</p> <p>The school's fully embedded use of <i>Talk for Writing</i> - following a two-year commitment working with the highly respect and experience consultant – Jane Ralph - 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>Ongoing and regular monitoring and training are incorporated to ensure quality first teaching.</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>1,2,5</p>
<p>Talk for Reading</p> <p><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>1,2,5</p>



<p>Ongoing and regular monitoring and training are incorporated to ensure quality first teaching.</p>		
<p>Teaching for Mastery - Maths</p> <p>The school has been using Maths No Problem – a maths scheme based on the mastery approach to learning - for 10 years.</p> <p>MNP scheme extended to Reception</p> <p>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>The school uses the NCETM mastering number program.</p> <p>Maths Lead is taking part in the Maths Hub sustaining mastery program.</p> <p>Ongoing and regular monitoring and training are incorporated to ensure quality first teaching.</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>1,2,5</p>
<p>Phonics</p> <p>The school uses the Rocket Phonics series with the corresponding reading scheme throughout EYFS and KS1.</p> <p>Focus on high quality daily phonics teaching using Rocket Phonics.</p> <p>Ensure the reading scheme in EYFS and KS1 is supportive of the phonics teaching.</p> <p>CPD to ensure all teachers new into Reception and KS1 have the skills and teaching resources needed.</p> <p>Ongoing and regular monitoring and training are incorporated to ensure quality first teaching.</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>1,2,5</p>



<p>Enhanced Provision Unit</p> <p>The school runs an enhanced provision class which can cater for up to 8 children. This class caters for children who are largely non-verbal and working at 18-24 months. The class is run by a highly qualified SEND teacher and 2 TAs.</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>	1,2,5
<p>Extra staff to reduce class size</p> <p>The school employs 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><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>	1,2,5

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

Budgeted cost: £ 42 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NELI + Wellcome Language programmes</p> <p>Implementation of the NELI and Wellcome language programmes are being used in reception and year one. These programmes are delivered by trained staff.</p>	<p><i>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (EEF)</i></p>	1,2,5
<p>TA Interventions</p> <p>Extra apprentices and TA staff are employed to ensure all year groups have the staff they need to support lessons and run separate intervention groups.</p>	<p><i>Teaching assistants can provide a large positive impact on learner outcomes. +4 months (EEF)</i></p>	1,2,5



We have been able to increase our complement of 1:1 TAs supporting SEN children –helping these children allows more teacher time to be spent with the rest of the class.		
Language for Thinking This program is used to develop the language skills of identified children across KS2.	<i>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (EEF)</i>	1,2,5
IDL This program is used to develop the phonics and spelling skills of identified children in KS2.		1,2,5

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

Budgeted cost: £ 66 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling & Pastoral Support The use of both our internal pastoral manager, pastoral assistant and external counsellors to ensure any child who needs help and support for their mental health and wellbeing is catered for.	<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>	3
Parental engagement The school uses a range of Social media and technology to try to engage the 'hard to reach' parents. We have		2



<p>introduced hybrid parent's evenings, where the parents can either attend face to face or online. The use of Facebook, ParentMail, text messaging, Google Forms and email are all used to try to ensure no parent is without the information they need.</p>	<p><i>Parental engagement has a positive impact on average of 4 months' additional progress. (EEF)</i> <i>Anecdotally, parents have said they find it easier if they are contacted using social media.</i></p>	
<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.</p>	<p><i>PSHE Association makes the clear link between good mental health and a well-planned, progressive PSHE programme.</i></p>	3
<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.</p>	<p><i>Ofsted quotes the importance of a well-planned curriculum on children making progress.</i></p>	1,5
<p>Cultural Capital 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.</p>		2,5
<p>Growth Mindset In order to support all children to reach their learning potential, we are embarking on Growth Mindset training for all staff.</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>Wellbeing Training</p> <p>Two senior members of staff have undertaken the DfE's 'Senior Mental Health Lead' training. Following the Audit recommended by the training, a variety of new initiatives will be introduced to ensure both staff and children's mental health and well-being are well catered for.</p>	<p><i>For academic progression, better emotional wellbeing is a key factor in primary school.</i></p> <p><i>(The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes DFE-RR253)</i></p>	3
<p>Attendance Review</p> <p>A wholesale review of our attendance procedures to ensure as much as possible is being done to get children into school.</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>	4

Total budgeted cost: £ 238 000



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 2024 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> <table border="1" data-bbox="763 619 2024 1042"> <thead> <tr> <th data-bbox="763 619 1182 711">2024 SATS outcomes – All pupils(school)</th> <th data-bbox="1182 619 1603 711">2024 SATS outcomes – Disadvantaged pupils(school)</th> <th colspan="3" data-bbox="1603 619 2024 711">LA and NCER National Disadvantaged pupils</th> </tr> <tr> <td data-bbox="763 711 1182 1042"> <p>Maths 82% Reading 80% Writing 82% GPS 85% RWM 72%</p> </td> <td data-bbox="1182 711 1603 1042"> <p>Maths 79.2% Reading 79.2% Writing 75.0% GPS 78.3% RWM 75.0%</p> </td> <td data-bbox="1603 711 1742 762"></td> <td data-bbox="1742 711 1883 762">LA</td> <td data-bbox="1883 711 2024 762">National</td> </tr> <tr> <td data-bbox="763 762 1182 813"></td> <td data-bbox="1182 762 1603 813"></td> <td data-bbox="1603 762 1742 813">Maths</td> <td data-bbox="1742 762 1883 813">55.3</td> <td data-bbox="1883 762 2024 813">58.9</td> </tr> <tr> <td data-bbox="763 813 1182 865"></td> <td data-bbox="1182 813 1603 865"></td> <td data-bbox="1603 813 1742 865">Reading</td> <td data-bbox="1742 813 1883 865">57.7</td> <td data-bbox="1883 813 2024 865">62.1</td> </tr> <tr> <td data-bbox="763 865 1182 916"></td> <td data-bbox="1182 865 1603 916"></td> <td data-bbox="1603 865 1742 916">Writing</td> <td data-bbox="1742 865 1883 916">55.8</td> <td data-bbox="1883 865 2024 916">58.4</td> </tr> <tr> <td data-bbox="763 916 1182 967"></td> <td data-bbox="1182 916 1603 967"></td> <td data-bbox="1603 916 1742 967">GPS</td> <td data-bbox="1742 916 1883 967">55.5</td> <td data-bbox="1883 916 2024 967">58.5</td> </tr> <tr> <td data-bbox="763 967 1182 1018"></td> <td data-bbox="1182 967 1603 1018"></td> <td data-bbox="1603 967 1742 1018">RWM</td> <td data-bbox="1742 967 1883 1018">40.9</td> <td data-bbox="1883 967 2024 1018">45.3</td> </tr> </thead></table> <p>Whilst the disadvantaged scores are lower than the other children in the school, they are significantly above disadvantaged children within the local authority and amongst the NCER National schools.</p>	2024 SATS outcomes – All pupils(school)	2024 SATS outcomes – Disadvantaged pupils(school)	LA and NCER National Disadvantaged pupils			<p>Maths 82% Reading 80% Writing 82% GPS 85% RWM 72%</p>	<p>Maths 79.2% Reading 79.2% Writing 75.0% GPS 78.3% RWM 75.0%</p>		LA	National			Maths	55.3	58.9			Reading	57.7	62.1			Writing	55.8	58.4			GPS	55.5	58.5			RWM	40.9	45.3
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<p>To raise the attendance of all groups with particular emphasis on the disadvantaged children</p>																																				



	Year	Disadvantaged	All other children		
	2023-2024	91%	96%		
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	Pastoral Caseload 2020-2021	Pastoral Caseload 2021-2022	Pastoral Caseload 2022-2023	Pastoral Caseload 2023-2024	
	90	79	87	104	
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
	2023-2024	75.0	72	8.3	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
IDL	
Accelerated Reader	Renaissance Learning
TT Rockstars	Magic Circle
Reading Planet Online	Rising Stars
ICT	Teach Computing
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">• Bluey club trip to the pantomime at Christmas• Picnic in the park• Sunday Games• Workshop from Cranwell Aviation Centre• Armed Forces Day – representation at the town service
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.