



Alderwood
PRIMARY SCHOOL

Pupil Premium Strategy Statement

2021 - 2022

School Overview	
Metric	Data
School name	Alderwood Primary School
Pupils in school	194
Proportion of disadvantaged pupils	47%
Pupil premium allocation this academic year	£123,740
Academic year or years covered by statement	2021/2022
Publish date	1 st December 2021
Review date	1 st November 2022
Statement authorised by	Jo Gordon
Pupil premium lead	Katie Cutajar
Governor lead	

Disadvantaged Pupil Progress Scores for Last Academic Year	
Measure	Score (Exp 12)
Reading	12.1
Writing	11.6
Maths	12.0

Disadvantaged Pupil Performance Overview for Last Academic Year	
Measure	Score
Meeting Expected Standard KS 2	67%
Achieving high standard at KS 2	20%

Strategy Aims for Disadvantaged Pupils	
Measure	Activity
Priority 1	To ensure that all relevant staff (including new starters) receive training on how to deliver our systematic phonic programme.
Priority 2	To ensure that gaps in early language acquisition are closed quickly either through QFT or the delivery of the NELI programme.
Barriers to learning these priorities address	Many of our disadvantaged children arrive at school with limited or no language and oracy skills. We know that closing this gap in the EYFS has a greater impact on later SEMH needs than specific SEMH interventions themselves.
Projected spending	£20,000

Teaching Priorities for Current Academic Year		
Aim	Target	Target date
Progress in Reading	To achieve the national average reading progress score in KS 2 of 0.	July 2022
Progress in Mathematics	To ensure that lost learning during the pandemic has been recovered in order for children to achieve well in the end of Key Stage assessments.	July 2022
Phonics	95% of children reach the expected standard in Yr 1 with 100% of children achieving it by the end of Yr 2.	June 2022
Other	To reduce the overall PA figure with a particular focus on disadvantaged pupils that may also be poor attenders.	September 2022

Targeted Academic Support for Current Academic Year		
Measure	Activity	
Priority 1	To provide relevant training to ensure that Teachers from Yrs R to 2 are using the new Phonic Tracker system accurately to precisely target gaps in knowledge to reach a threshold of 95% of our children achieving the threshold in Yr 1.	
	£	✓✓✓✓✓ EEF +4
Priority 2	To offer Booster Sessions for all appropriate Yr 6 children, including those from disadvantaged backgrounds, to close gaps early in the year.	
	£££	✓✓ EEF +4

Priority 3	Purchase a range of rich, topical texts to broaden our children's reading material and to support the notion of learning more and remembering more.
	£ ✓✓✓✓ EEF +6
Priority 4	To continually drive high quality first teaching through PDMs, research driven professional groups and other training, with a particular reference to Rosenshine's Principles and Metacognition Strategies.
	£ ✓✓✓✓ EEF +7
Priority 5	Monitor and evaluate the use of digital technology across our school using the SMAR model to ensure that all children, but especially those from disadvantaged backgrounds, have access to the latest technology.
	££££ ✓✓✓✓ EEF +4
Barriers to learning these priorities address	We need to ensure that staff are well trained and the school is well resourced in order to achieve our priorities.
Projected spending	£30,000

Wider Strategies for Current Academic Year	
Measure	Activity
Priority 1	Enabling our LM to fulfil her role across the school, supporting and improving outcomes for all children, including those from disadvantaged backgrounds, with a particular focus on punctuality and support for children needing a softer start.
	££££ ✓✓✓✓ EEF +4
Priority 2	Securing family and parental support through our FSW, including EIT support from CAMHS, to improve the skill set of our parents in order to better support their children.
	££££ ✓✓✓✓ EEF +4
Priority 3	Supporting our children's mental health through facilitating the accredited 'Drawing & Talking' programme with particular focus on children from disadvantaged backgrounds.
	££££ ✓✓✓✓ EEF +4
Priority 4	Ensuring that all children, regardless of household income, receive a high quality cultural provision.

	£££	✓✓✓	EEF +4
Barriers to learning these priorities address	We know from research, and from our own unique context, that support for the child as a whole and their families, show the biggest impact.		
	£££	✓✓✓✓	EEF +4
Projected spending	£75,000		

Monitoring and Implementation		
Area	Challenge	Mitigating action
Teaching	The impact of Covid on our staff team and their ability and capacity to meet the above targets.	Ensuring that our HLTA team have an up to date knowledge of planning to ensure a smooth transition should it be needed. Ensuring that our remote offer is ready to go should children be prevented from school.
Targeted support	Ensuring that adequate time is given to staff to ensure that they are fully trained, particularly, in the delivery of our new SSP approach to Phonics.	Ensure time is given for training to happen and to use the LW report to target members of staff further should they need it.
Wider strategies	Ensuring that time is dedicated and protected when delivering the above key interventions.	Work with key colleagues to ensure that timetabling issues are overcome.

REVIEW: Last Year's Aims & Outcomes	
Aim	Outcome
All children consistently receive Quality First Teaching throughout Alderwood in all year groups	Achieved – all teaching is consistently Good or better across our school with key members of staff placed strategically in year groups.
Improved understanding and oral skills in FS 2	Ongoing – NELI has supported this priority, but we know that oracy, particularly in our youngest children, still needs to remain a high priority.
Children receive a personalised provision, where appropriate, to ensure all learning gaps are closed	Latest Ofsted Inspection (Oct 21) noted how well our children with SEND were supported and included within the classroom.
All children, but especially those in receipt of PP funding, receive the very best	Expert Inclusion Team, consisting of a FSW, LM & Inclusion Lead.

pastoral care, which breaks down their complex barriers to learning	
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