



Alderwood  
PRIMARY SCHOOL

## Pupil Premium Strategy Statement

2022 - 2023

<b>School Overview</b>	
<b>Detail</b>	<b>Data</b>
School name	Alderwood Primary School
Pupils in school	199
Proportion of disadvantaged pupils	55%
Pupil premium allocation this academic year	£148,195
Academic year or years covered by statement	2022/2023
Publish date	31 <sup>st</sup> December 2022
Review date	1 <sup>st</sup> November 2023
Statement authorised by	Jo Gordon
Pupil premium lead	Katie Cutajar
Governor lead	Chris Williams

<b>Disadvantaged Pupil Progress Scores for Last Academic Year</b>	
<b>Measure</b>	<b>Score</b>
Reading	-1.01
Writing	0.93
Maths	0.36
<b>Disadvantaged Pupil Performance Overview for Last Academic Year</b>	
<b>Measure</b>	<b>Score</b>
Meeting Expected Standard KS 2	67%
Achieving high standard at KS 2	0%

<b>Strategy Aims for Disadvantaged Pupils</b>	
<b>Measure</b>	<b>Activity</b>
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.
Priority 3	To ensure that children receive high quality provision to learn and maintain legible handwriting.
Priority 4	To offer a free breakfast club to all children, targeting disadvantaged children, to ensure they start the day with a meal and to improve punctuality and attendance.
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	£30,000

<b>Teaching Priorities for Current Academic Year</b>		
<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Progress in Reading	To achieve the national average reading progress score in KS 2 of 0 or above.	July 2023
Achieving the Greater Depth standard in Reading	To ensure that all children from a high PAG maintain their achievement to achieve GDS in KS 2 and some children make accelerated progress from a mid PAG.	July 2023
Phonics	95% of children reach the expected standard in Yr 1 with 100% of children achieving it by the end of Yr 2.	June 2023
Oracy	To develop children's oracy and vocabulary acquisition through the Oracy framework and targeted, planned for, class discussions.	July 2023
Other	To improve our overall attendance figure and reduce the number of children who are persistent absentees, with a particular focus on disadvantaged pupils that may also be poor attenders.	September 2023

<b>Targeted Academic Support for Current Academic Year</b>		
<b>Measure</b>	<b>Activity</b>	
Priority 1	To offer targeted tuition to all appropriate Yr 6 children, including those from disadvantaged backgrounds, to close gaps early in the year and prepare them fully for statutory assessments.	
	£££	EEF +4
Priority 2	Consider our whole class reading approach in order to develop understanding, inference and comprehension through class discussion.	
	£	EEF +6
Priority 3	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 4	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
Priority 5	To ensure that language acquisition and development remain high profile in our school, resulting in children knowing more and understanding more.	
	£	EEF +6
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	£50,000	

<b>Wider Strategies for Current Academic Year</b>	
<b>Measure</b>	<b>Activity</b>
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 to improve the skill set of our parents for them 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
Priority 5	Offering a FREE breakfast club to all those children who may need it, resulting in children who are ready to learn and attend punctually more regularly.		
	£	✓✓✓✓	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.		
Projected spending	£72,000		

<b>Monitoring and Implementation</b>		
<b>Area</b>	<b>Challenge</b>	<b>Mitigating action</b>
Teaching	Inducting new staff into our school and ensuring that they are quickly brought up to speed with our school approaches and ethos.	Designated ECT and ECT+1 time with our Deputy Head. Robust inductions for all staff, including our pedagogical approaches and Compass ethos documents.
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 further support to specific members of staff.
Wider strategies	Ensuring that time is dedicated and protected when driving and delivering a wider school strategy.	Work with key colleagues to ensure that timetabling issues are overcome.

<b>REVIEW: Last Year's Aims &amp; Outcomes</b>	
<b>Aim</b>	<b>Outcome</b>

<p>To ensure that all relevant staff (including new starters) receive training on how to deliver our systematic phonic programme.</p>	<p>Achieved – all staff have completed the training via LW and we are now revisiting this to ensure that training is refreshed and new starters are well informed.</p>
<p>To ensure that gaps in early language acquisition are closed quickly either through QFT or the delivery of the NELI programme.</p>	<p>Achieved – NELI has had clear and impressive impact on our youngest children.</p>
<p>Children receive a personalised provision, where appropriate, to ensure all learning gaps are closed</p>	<p>Latest Ofsted Inspection (Oct 21) noted how well our children with SEND were supported and included within the classroom.</p>
<p>All children, but especially those in receipt of PP funding, receive the very best pastoral care, which breaks down their complex barriers to learning</p>	<p>Expert Inclusion Team, consisting of a SENDCo, FSW, LM and a strong team of skilled LSAs.</p>