



Altrincham CE Primary School

Pupil Premium Strategy Statement

2022 – 23

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 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 | Altrincham CE Primary School |
| Number of pupils in school | 26 |
| Proportion (%) of pupil premium eligible pupils | 10.7% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 - 24 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Kevin Davis (<i>Chair of Governors</i>) |
| Pupil premium lead | Kirsty Chrysler (Head Teacher) |
| Governor / Trustee lead | Sam Thompson |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £33,560 |
| Recovery premium funding allocation this academic year | £2,900 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £36,460 |

Part A: Pupil premium strategy plan

Statement of intent

We are an inclusive school and are committed to securing excellent outcomes of *all* pupils, especially those who are educationally disadvantaged.

We define Educationally Disadvantaged as: *any child who faces a barrier(s) to learning that hinders their progress at school and therefore their ability to reach their potential*. Often this will include those who are in receipt of the Pupil Premium - but not always. We use approaches to teaching and assessment that allow us to review each pupil's barriers and plan to support those most in need at any one time

It is our aim that:

- every child **on track to secure at least age-related expectations** by the end of Year 6 (*unless there is an identified long term educational barrier*);
- every child to **achieve their potential**;
- accelerate progress and **close the attainment gap** between those who are educationally disadvantaged and those who are not;
- enable a **greater percentage of pupils to achieve greater depth** by the end of Year 6;
- **attendance rate above 95%** or if not, show strong evidence of school intervention to promote rapid improvement;
- children to feel and be **safe, secure and happy**, knowing how to seek support and actively seeking when required;
- children are **resilient, active, independent, motivated learners**.

These aims radiate from our Christian faith and ethos of inclusion, care and aspiration for every child, they underpin the decisions we make and how we allocate resources to support those most in need.

Our Educationally Disadvantaged Strategy **outlines our plan of action to achieve our long term aims for our educationally disadvantaged pupils and how we will make effective use of Pupil Premium and Recovery Premium funding to support this.**

We are **ambitious for every child** in our school to acquire the skills, knowledge and cultural capital they need to succeed in life; leaving our school having achieved their very best and well prepared for the next stage in their education.

We are also passionate about ensuring that all pupils are part of a learning journey that develops them not only academically but also socially and emotionally.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | poor attendance and punctuality |
| 2 | unstable home lives |
| 3 | limited parent support and engagement often linked to parents own educational experience |
| 4 | access to wider opportunities |
| 5 | low income households |
| 6 | social, emotional and mental health resulting in a lack of confidence, resilience, independence |
| 7 | limited vocabulary |
| 8 | lack of reading experience at home |
| 9 | low attainment |

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 |
|--|--|
| 1. Every child on track to secure at least age-related expectations by the end of Year 6 (<i>unless there is an identified long term educational barrier</i>) | <ul style="list-style-type: none"> ✓ Pupils making at least expected progress where prior attainment is ARE/ARE+ ✓ Accelerated progress where prior attainment is below ARE so on track to attain ARE/ARE+ by end of Y6 |
| 2. Accelerate progress and close the attainment gap between those who are educationally disadvantaged and those who are not. | |
| 3. Greater percentage of disadvantaged pupils to achieve greater depth by the end of Year 6. | <ul style="list-style-type: none"> ✓ Disadvantaged pupils attaining ARE are identified and supported, through targeted provision, to accelerate progress towards attaining GD in Year 6. ✓ A greater % disadvantaged pupils attain, or are on track to attain, GD. |
| 4. Every child leaves Year 6 as a skilled, motivated reader and sees themselves as a reader. They recognise the value and purpose of reading, not only for learning, but have also discovered the pleasure of being 'lost in a book'. | <ul style="list-style-type: none"> ✓ Every child leaves Year 6 attaining at least secure ARE in Reading. ✓ A greater proportion of disadvantaged children leave Year 6 as GD in Reading ✓ Pupil surveys indicate: <ul style="list-style-type: none"> - an increasing proportion of disadvantaged pupils enjoy reading - disadvantaged pupils are reading a wider range of authors / genres - an increasing proportion of parents (particularly disadvantaged pupils) |

| | |
|---|---|
| | are sharing books and reading to/with their children |
| 5. Attendance rate above 95% or if not, evidence of rapid improvement. | <ul style="list-style-type: none"> ✓ Attendance rate of disadvantaged pupils is at least 95% or accelerated progress towards ✓ No disadvantaged pupils are persistent absentees (below 90%) ✓ Strong support provided by school for pupils/parents whose attendance is below 90% (persistent absentee) |
| 6. Every child to feel and be safe, secure and happy , knowing how to seek support and actively seeking when required. | <ul style="list-style-type: none"> ✓ Pupil/parent surveys and pupil interviews indicate pupils feel safe and secure in school and know how to seek support ✓ Evidence that pastoral support for a child has a positive impact on their happiness, welfare and academic progress (pupil / parent discussion, class teacher feedback) ✓ Achievement data (see Intended Outcomes 1 – 3) |
| 7. Every child to be a resilient, active, independent, motivated learner . | <ul style="list-style-type: none"> ✓ Achievement data (see Intended Outcomes 1 – 3) ✓ Teacher observation and pupil/parent discussion evidence strong learner behaviours are evident regularly in the classroom and at home |

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: £17,260

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Consistently implement and embed Whole School English Framework.</p> <p>Develop, consistently implement and embed a Whole School Trauma Informed Framework</p> <p>Consistently implement and embed Metacognitive Strategies in Teaching and Learning to challenge all learners and ensure learning 'sticks'.</p> <p>Effective support and continued professional development for teachers and TAs</p> <p><i>-Strategic investment in a high quality writing scheme (Pathways to Write) which is built around units of work which develop vocabulary, reading and writing skills through a mastery approach. (£3,100)</i></p> <p>- Leading specialist teacher released to support teaching staff to consistently implement and embedding the Phonics and Reading Framework in the Autumn Term (£2,960)</p> <p><i>- Strategic investment in high quality texts throughout school, including those aligned to the phonics scheme, for 'guided reading' (Book Club), at home reading books and the school library and those embedded within teaching of the Foundation subjects. (£9,175)</i></p> <p>-Bespoke, high quality Whole School training and supervision about Trauma Informed Practices and Framework including: Attachment Theory, The Brain and Nervous System, Supporting Regulation and De-escalation in school, Strategies for wellbeing and accelerated progress. Delivered by Specialist Consultant and Therapist. (£1,125)</p> <p><i>-High Quality Whole School CPD including a clear and robust language of learning and agreed strategies associated with Metacognition.</i></p> <p><i>-Leading, specialist teacher released to support staff to consistently implement and embed Metacognitive strategies (£900)</i></p> | <p><i>"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils"</i> EEF Pupil Premium Guidance</p> <p>EEF Reading Comprehension Strategies +6 months</p> <p>EEF Phonics +5 months</p> <p>EEF Metacognition and Self-Regulation +7 months</p> <p>EEF Oral Language Interventions +6 months</p> <p>EEF Improving Literacy in Key Stage 2:</p> <p>4. Teach writing composition strategies through modelling and supported practice.</p> <p>5. develop pupils' transcription and sentence construction through extensive practice</p> | 3,4,6, 7,8, 9, |

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

Budgeted cost: £42,331+ £2,900 (RPG): £45,231

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Targeted, planned READING intervention for children identified as having gaps in their learning so as to accelerate their progress and close the gap.</p> <ul style="list-style-type: none"> - <i>Skilled, experienced Teaching Assistant led interventions (£42,331)</i> <p>Intervention cycle:</p> <ol style="list-style-type: none"> 1. IDENTIFY children working below ARE <ul style="list-style-type: none"> - <i>Analyse last set of summative assessments</i> - <i>Teacher assessment</i> - <i>Fluency / Phonics Assessments</i> 2. Complete and Reading/Phonics DIAGNOSTIC ASSESSMENTS with identified children 3. READING PUPIL PROGRESS MEETINGS to discuss needs of individual children and plan for next intervention cycle 4. 1:1 / small group INTERVENTIONS take place with continued monitoring of progress <ul style="list-style-type: none"> - Phonics intervention - Fluency/Comprehension Intervention based on results of assessments and using strategies recommended. 5. Assessment of progress and REVIEW at end of each intervention cycle (3x a year) | <p>EEF 1:1 Tuition +5 months</p> <p>EEF Small Group Tuition +4 months</p> <p>EEF Improving Literacy in Key Stage 2:</p> <ol style="list-style-type: none"> 2. <i>Support pupils to develop fluent reading capabilities</i> 6. <i>Target teaching and support by accurately assessing pupil needs</i> 7. <i>Use high quality structured interventions to help pupils who are struggling with their literacy</i> | 3, 4, 7, 8, 9 |
| <p>School Led Tutoring (£2,835)/ Recovery Premium (£2,900) Please note only the Recovery Premium figure has been shown in the costings.</p> <p>A member of the teaching staff is employed as a tutor throughout school to keep up/catch up role for 2022-23.</p> <p>The role provides a full time teacher throughout the academic year.</p> <p>Further members of staff provide tutoring out of school hours (Before school: Early Birds) (After School – Twilight Club) hours per week.</p> <p>Familiar members of staff ensure that we get the greatest impact from the tutoring sessions.</p> | <p>EEF Small Group Tuition +4 months</p> <p>EEF Improving Literacy in Key Stage 2:</p> <ol style="list-style-type: none"> 2. <i>Support pupils to develop fluent reading capabilities.</i> 6. <i>Target teaching and support by accurately assessing pupil needs.</i> 7. <i>Use high quality structured interventions to help pupils who are struggling with their literacy.</i> | 3, 4, 6, 7, 9 |

| | | |
|---|---|--|
| <p>The main tutoring sessions are delivered during the school day to ensure the best attendance for pupils.</p> <p>Intervention cycle:</p> <ol style="list-style-type: none"> 1. IDENTIFY children working below ARE <ul style="list-style-type: none"> - Analyse last set of summative assessments - Teacher assessment Complete DIAGNOSTIC ASSESSMENTS with identified children 3. Small group and 1:1 TUTORING takes place with continued monitoring of progress using criteria for the relevant year group Assessment of progress and REVIEW at end of each intervention cycle (3x a year) 5. PUPIL PROGRESS MEETINGS to discuss needs of individual children and plan for next intervention cycle <p>(£2,835)</p> | <p>EEF Improving Mathematics in Key Stage 2:</p> <p>3. Teach pupils strategies for solving problems.</p> <p>4. Enable pupils to develop a rich network of mathematical knowledge.</p> <p>7. Use structured interventions to provide additional support.</p> | |
|---|---|--|

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

Budgeted cost: **£21,084**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Designated Attendance Personnel—with responsibilities every morning to follow-up on absences and to continue to foster and build positive relationships with parents and families.</p> <p>(£2,316)</p> | <p>“Wider strategies relate to the most significant non-academic barriers to success in school, including attendance ... While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.” EEF Pupil Premium Guidance</p> | 1, 2, 3 |
| <p>Provide financial support for families to enable purchase of school uniform, access to extra-curricular activities and school experiences (£2,600)</p> | <p>A number of families rely on our support to enable their child to have full access to school life. The uptake of this offer for pupils entitled to free school meals is strong.</p> | 4,5 |
| <p>Wellbeing Plans for identified individuals and carefully matched therapy/nurture sessions</p> | <p>“Social and emotional learning approaches have a positive impact, on average, of +4 months’ additional progress in academic outcomes over the course of an academic year.” EEF Evidence Teaching and Learning Toolkit</p> | 6 |

| | | |
|---|--|----------------|
| <p>Positive Play/Lunchtime clubs – TAs are timetabled to support pupils foster and build good relationships with each other. Pupils have an opportunity to widen their experiences through a range of clubs and activities.</p> | <p><i>“Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.”</i></p> <p><i>“Impact seems to apply across the curriculum with slightly greater impact (+5 months) for mathematics than literacy or science.”</i></p> <p>EEF Evidence Teaching and Learning Toolkit</p> | <p>6</p> |
| <p>Forest School -Effective Use of outdoor learning to support our pupils Ensuring sustainability of Forest School approach by adopting an outdoor learning model so all pupils can access it and staff feel confident to deliver it. (£1,370)</p> | <p>Key findings of Forest Research: Forest Schools: impact on young children in England and Wales - Forest Research</p> <ol style="list-style-type: none"> 1. Children develop confidence and independence 2. Children gain increased awareness of the consequences of their actions 3. Language development promoted through sensory experiences 4. Increased motivation to participate and learn new things and children concentrate for longer periods of time. 5. Development of physical skills: fine and gross motor skills, increased stamina 6. Increased knowledge and understanding and respect for the environment. | <p>4,6,7</p> |
| <p>Our bespoke Creative Outdoor and Adventurous Learning (COAL) Curriculum comprising of STEM, Drama, Music, PE and Forest School</p> <p>-Music is delivered by specialist teachers from Trafford Music Service. -We believe that every child should have the opportunity to learn to play an instrument and perform in front of an audience (£14,420)</p> | <p><i>“Arts participation approaches have a positive impact on academic outcomes in other areas of the curriculum (+3 months.)</i></p> <p><i>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</i></p> <p><i>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</i></p> <p><i>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.”</i></p> <p>EEF Evidence Teaching and Learning Toolkit</p> | <p>4,6,7,9</p> |
| <p>Jigsaw PSHE Curriculum supports children’s understanding of others and their own needs and rights. This directly contributes towards pupils’ social, emotional and mental health and wellbeing. Resulting in a positive school environment which in turn improves pupil progress and attendance. (£378)</p> | <p><i>“Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.</i></p> <p><i>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.”</i></p> <p>EEF Evidence Teaching and Learning Toolkit</p> | <p>1,6</p> |

Total budgeted cost: £83,575 [£17,260 plus £45,231 plus £21,084]

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 2022 academic year.

Impact of MATHS in-class support and Maths Tutoring in 2021-22

- **In class support (including in class and post-lesson support)** has enabled disadvantaged and targeted children to access in class maths teaching with additional support and scaffolding. For many of these children, loss of confidence was as much a barrier as gaps in knowledge and the support of our skilled staff has supported these children through the year. This has ensured all have made progress in maths, some taking smaller steps than others but all making progress towards achieving ARE+.

| | | % target pupils attaining ARE+ (Sept 2021) | % target pupils attaining ARE+ (July 2022) |
|----|--|---|---|
| Y6 | Disadvantaged Pupils (Pupil Premium funded) | 25% | 50% |
| | 10 Target pupils accessing Maths Tutoring | 20% | 70% |
| Y5 | Disadvantaged Pupils (Pupil Premium funded) | 25% | 50% |
| | 7 Target pupils accessing Maths Tutoring | 24% | 71% |
| Y4 | Disadvantaged Pupils (Pupil Premium funded) | 25% | 50% |
| | 6 Target pupils accessing Maths Tutoring | 33% | 66% |
| Y3 | Disadvantaged Pupils (Pupil Premium funded) | 0% | 25% |
| | Target Pupils accessing Maths Tutoring | 33% | 83% |
| Y2 | Disadvantaged Pupils (Pupil Premium funded) | 0% | 50% |
| | 9 Target Pupils accessing Maths Tutoring | 33% | 56% |
| Y1 | Disadvantaged Pupils (Pupil Premium funded) | 0% | 50% |
| | 4 Target Pupils accessing Maths Tutoring | 25% | 75% |

The combination of in-class support, post-lesson support and targeted intervention has enabled many pupils to regain their confidence in maths and all have made progress from their starting points in September 2021. Some children have made accelerated progress and are now working within age-related or have secured age-related expectations. However, there is still much work to be done and we have adapted our use of both the Pupil Premium and Recovery Premium, to even more effectively meet the needs of our children in 2022-23.

Impact of READING in-class support and TA Targeted Intervention in 2021-22

- **In class support (including in class and post-lesson support)** has enabled disadvantaged and targeted children to access in class English teaching with additional support and scaffolding. For many of these children, loss of confidence and lack of reading experience through lockdown was as much a barrier as gaps in knowledge. The support of our skilled staff has supported these children through the year, this has ensured all have made progress in reading, some taking smaller steps than others but all making progress towards achieving ARE+.
- **Reading intervention** has had positive impact for many target children and they have made accelerated progress towards attaining ARE.
- **Phonics intervention** has had positive impact for our target children with accelerated progress made and 94% Year 2s attaining 32+ in Phonics Screening and 88% Year 1s.

| | | % target pupils attaining ARE+ (Sept 2021) | % target pupils attaining ARE+ (July 2022) |
|----|--|---|---|
| Y6 | Disadvantaged Pupils (Pupil Premium funded) | 50% | 100% |
| | 9 Target pupils - Reading Intervention | 33% | 89% |
| Y5 | Disadvantaged Pupils (Pupil Premium funded) | 25% | 50% |
| | 7 Target pupils - Reading Intervention | 22% | 44% |
| Y4 | Disadvantaged Pupils (Pupil Premium funded) | 25% | 50% |
| | 6 Target pupils - Reading Intervention | 33% | 50% |
| Y3 | Disadvantaged Pupils (Pupil Premium funded) | 25% | 50% |
| | 9 Target pupils - Reading Intervention | 22% | 44% |
| Y2 | Disadvantaged Pupils (Pupil Premium funded) | 20% | 40% |
| | 9 Target pupils - Reading Intervention | 22% | 44% |
| | 5 Target pupils for Phonics intervention | 20% | 60% |
| Y1 | Disadvantaged Pupils (Pupil Premium funded) | 0% | 50% |
| | 3 Target Pupils – Reading Intervention | 0% | 33% |
| | 4 Target Pupils for Phonics Intervention | 0% | 50% |

The combination of in-class support, post-lesson support and targeted intervention has enabled many pupils to regain their confidence in reading and all have made progress from their starting points in September 2021. Many children have made accelerated progress and are now working within age-related or have secured age-related expectations. However, there is much work still to be done and we have adapted our use of both the Pupil Premium and Recovery Premium, to even more effectively meet the needs of our children 2022-23.

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 |
|---|--------------|
| Active Maths | Teach active |
| No Nonsense Spelling, Grammar and Punctuation | Raintree |

Further information (optional)

Please read this Pupil Premium Strategy Statement in conjunction with our Educationally Disadvantaged Strategy for further details of our how we support children who are Educationally Disadvantaged.

Historical Data

Our progress figures demonstrate the strong progress that has been made in raising standards and closing the gap for our disadvantaged pupils. This progress has been continued over the last two years despite the challenges of the COVID-19 pandemic although we recognise there is still work to be done and we are absolutely committed to closing the gap so that every child in our school has the best life chances. This table summarises our progress figures for the last two years' SATs results.

KS2 Attainment

| | <u>2018-19</u> | <u>2021-22</u> |
|----------------------------------|----------------|----------------|
| <u>Reading ARE ALL</u> | 82% | 96% |
| <u>Reading ARE Disadvantaged</u> | 50% | 100% |
| <u>Reading GD All</u> | 35% | 47% |
| <u>Reading GD Disadvantaged</u> | 0% | 20% |
| <u>Writing ARE All</u> | 88% | 100% |
| <u>Writing ARE Disadvantaged</u> | 100% | 100% |
| <u>Writing GD All</u> | 8% | 31% |
| <u>Writing GD Disadvantaged</u> | 0% | 0% |

| | | |
|---------------------------------------|------------|------------|
| <u>Maths ARE All</u> | 86% | 89% |
| <u>Maths ARE Disadvantaged</u> | 50% | 60% |
| <u>Maths GD All</u> | 53% | 65% |
| <u>Maths GD Disadvantaged</u> | 0% | 40% |

Impact of funding for Attendance Lead non-contact time.

Attendance Improvements in 2021/22:

| | 2021/22 |
|--|-----------------------------|
| No of Disadvantaged Persistent Absentees (Below 90%) | 12 Pupils (12 Families) |
| Attendance 95%+ | 34% Disadvantaged Pupils |
| Attendance Improved and/or 95% Attendance | 62% % Disadvantaged Pupils |
| Attendance 90%+ | 65% Disadvantaged Pupils |
| Attendance Improved and/or 90%+attendance | 80% Disadvantaged Pupils |

