



Alwyn Infant School

Pupil Premium Strategy 2021-2024

This statement details our school's use of the pupil premium funding (2023 to 2024 academic year) to help improve the attainment and life experiences 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 2023-2024

Detail	Data
School name	Alwyn Infant School
Number of pupils in school	243
Proportion (%) of pupil premium (and pupil premium plus) eligible pupils	36/243 15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	K Grierson
Pupil premium lead	W Harris
Governor / Trustee lead	Chandra Kunder

Funding overview

Detail	Amount 2023-24
Pupil premium funding allocation this academic year	£46,317
Recovery premium funding allocation this academic year	£4,495
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£50,812

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- ✓ For all disadvantaged pupils to make the expected standard for their year group, in line peers (to know more and remember more).
- ✓ To support our children's life experiences, health, learning and wellbeing needs to enable them to access and enjoy learning.

We aim to do this through:

- Quality first teaching, ensuring that teaching and learning opportunities meet the needs of all the pupils with the appropriate level of challenge and support.
- Directly address any unconscious bias that may impede progress or expectations of disadvantaged children.
- Support opportunities and accessibility to further support/learning at home and in school with a 'little and often' approach.
- Ensure attendance is monitored and any issues are addressed quickly while we work to support families.
- Ensure that appropriate, targeted provision is made for vulnerable or disadvantaged pupils, this includes ensuring that the needs of pupils are adequately assessed and addressed.
- Facilitate pupils' access to a wide range of enrichment experiences which will positively affect their academic achievement and well-being.

When making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged or vulnerable.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

After examining common barriers to learning for disadvantaged pupils, we have identified key principles and provision:

- Ensuring great teaching across the school
- Focus on early reading and opportunities to read and listen to stories
- Focus on expert maths teaching
- Focus on learning specific vocabulary to improve learning
- Embed oracy skills across the all school experiences
- Provide small group or individual support to overcome gaps, misunderstandings in learning or provide some pre-teaching. Ensuring children 'catch up and keep up' on their learning.
- Support payment for activities, clubs, and educational visits. Ensuring children have first-hand experiences to use in their learning in the classroom and limit the burden of financial implications on our families.
- Ensure parents are aware there is financial support for daily milk to support health and well-being for the children in Yr1 and 2.
- Social or Behavioural support if identified as necessary (Boxhall Profile).
- Access to a trained ELSA if necessary and a lunchtime club to support well-being.
- Address barriers to learning for disadvantaged children. These can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Challenges

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

Challenge number	Detail of challenge
1A	ATTAINMENT- Cognition and learning (narrow vocabulary, limited recall, misconceptions) Disadvantaged children do not achieve as well when compared to their peers. Teacher assessments inform us that cognition and learning is a common barrier.
1B	ATTAINMENT- Specific difficulty in reading, writing or maths Identify and minimise the barriers to learning in an aim to narrow the attainment gap in reading, writing and maths. Identify strategies to provide 'catch up and keep up' support and promote high pupil expectations and engagement.
1C	ATTAINMENT- limited oracy and articulation Disadvantaged pupils often have limited oracy skills
2	ATTENDANCE Attendance and Punctuality issues across the school as disadvantaged groups had lower attendance.
3A	EXPERIENCES – Limited life experiences Access to rich and varied experiences is limited meaning knowledge of the world and vocabulary acquisition is limited (cultural capital). This can impact confidence, self-esteem and engagement.
3B	EXPERIENCES- Emotional wellbeing, low self esteem School data shows that disadvantaged pupils commonly have low self-esteem and need additional support with their emotional and mental health
4	PARENTAL ENGAGEMENT – especially in phonics, reading and maths.

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
Improved achievement for vulnerable and disadvantaged children in reading, writing and maths.	Achieve at least the expected standard and the attainment gap is narrowed. (school data, phonics screening, KS1 SATs). Parental support with phonics, reading and maths is good across the school.
Ensure all children can access the curriculum	Children know more and can do more. The curriculum is relevant and well-planned with key concepts being revisited. Subject leaders share their expertise across the school.
Expert teaching of phonics, reading and maths	Staff are sufficiently trained to deliver high quality phonics, reading and maths

Improved attendance and punctuality	Ensure attendance of disadvantaged pupils is above 96%. Families are supported.
Improved attitudes to learning and improved learning behaviours	Children are taught well with high pupil engagement and positive learning behaviours (perseverance, resilience, independence, problem solvers). Teaching will incorporate a range of strategies and scaffolding to support learning and achievement within the classroom. Support could involve modelling and allow pupils to discover and choose the learning strategies and resources that help them the most. Pupil premium children will be fully engaged in all parts of their lessons and share ideas confidently. Staff have an understanding of barriers our vulnerable children face and an awareness of unconscious bias.
Sustained improved wellbeing for our pupils, particularly disadvantaged pupils	ELSA, lunch club and NELI programmes run across the school and accessed when needed. Sensory hub and safe spaces used to help regulate emotions and behaviour. Children successfully use strategies learned through PSHE sessions to support emotional and social needs.
Pupils access a wide range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and teamwork are developed. Good uptake of activities across the school.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils. (CPD) <ul style="list-style-type: none"> ECT/Teacher/Subject leader CPD & network meetings TA CPD. Focus on developing scaffolds, pupil independence, SEMH. Focus on evidence-based approaches to CPD (Walk 	<ul style="list-style-type: none"> EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Sutton Trust – quality first teaching has a direct impact on student outcomes. Training and supporting highly qualified teachers deliver targeted support. Intervention are to be planned and time bound with a clear criteria. Our children need more than just being listened to when they read. Schools which 	1, 3

<p>Thrus) (£980 Yr1, £367 Yr2 & 3)</p> <ul style="list-style-type: none"> Identify & embed active ingredients of phonics, reading, writing, maths strategies (curriculum development) Working with NCETM on mastery in maths and the Maths Hub for EYFS 	<p>have a consistent approach achieve good results.</p> <p>Great Teaching Toolkit, Evidence Review Teaching and Learning Toolkit</p> <p>Cognitive Science Approaches</p> <p>Guidance Reports</p> <p>Effective professional development</p> <p>Planning Professional Development</p>	
<p>Mentoring & Coaching</p> <ul style="list-style-type: none"> RBWM Walkthru 3 year Project with Tom Sherrington (£980 Yr1, £367 Yr2 & 3) 	<ul style="list-style-type: none"> Support schools to develop their use of instructional coaching and Walkthrus as a tool for teacher development <p>Effective mechanisms of PD</p>	1
<ul style="list-style-type: none"> Recruit and retain teaching & support staff with quality CPD, coaching and managing workload. 	<p>Staff who feel skilled and confident will see better progress from the children.</p> <p>Effective professional development</p> <p>Planning Professional Development</p> <p>Reducing School Workload</p>	1
<p>Subscription to web based programs to be used in school and at home.</p> <ul style="list-style-type: none"> Purple Mash Oxford Owl (Floppy's Phonics) Numbots 	<ul style="list-style-type: none"> EEF toolkit – parental engagement EEF guide to pupil premium – targeted academic support EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice. 	1, 3, 4

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

Budgeted cost: £33,255

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading/Phonics interventions</p> <p>HLTA/TA recruitment and deployment planned effectively based on need. HLTA hours increased to provide additional interventions</p> <p>Daily class reading to be timetabled</p>	<p>Higher attainment in reading indicates better life chances</p> <p>Reading a wide variety of genres will support vocabulary acquisition</p> <p>Supporting Literacy</p> <p>Making the Best of TAs</p> <p>TA Interventions</p>	1
<p>NELI programme with reception and Yr1</p> <p>HLTA to lead & TA support intervention</p>	<p>Intervention are to be planned and time bound with a clear criteria.</p> <p>Nuffield Early Language Intervention (NELI)</p>	1, 2, 3, 4
<p>Personalise and small group interventions</p> <p>Training for staff on intervention support</p>	<p>EEF report states that children make better progress if they are working in a small group as opposed to larger groups or individually (unless the child's needs require 1:1).</p>	
<p>Pupil progress meetings with teachers, head of school & SENDCo to review provision</p>	<p>Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected</p>	1, 2, 3, 4

and resources. Track progress of vulnerable pupils and appropriate, timely interventions are put in place and impact assessed. Year 2 Pupil interviews	responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs. SEN in Mainstream	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,955

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support pupils social, emotional and behavioural needs</p> <ul style="list-style-type: none"> • 2 ELSAs to continue training to support identified children • Attachment Aware & Emotion Coaching training from EP service • Work with ERSAs toolkit & training • School rabbits and development of Hub as a safe space to regulate • Lunchtime staff designated for quiet reading area and lunchtime club • Sports coach at lunchtimes 	<p>The EEF guidance report on Improving Social and Emotional Learning in Primary</p> <p>The EEF guidance report on Improving Behaviour in Schools</p> <p>The EEF Toolkit has a strand on social and emotional learning and behaviour interventions.</p> <p>Lunch time can be an isolating and scary time for some children. For others it can be a key socialising time in their day. The challenge is to engage all children in healthy and positive lunchtime experiences; developing their emotional and physical well-being. We have quiet/reading sheds and space. This is supplemented by some days of activity by the PE Coach for the children to engage in at lunchtime (linking to the curriculum PE content).</p> <p>Lunch club with our ELSA for children who benefit from having a quieter, smaller environment in which to play. (EEF Behaviour Interventions/ Social and emotional learning/Sports participation)</p>	3, 4
<p>Support attendance</p> <ul style="list-style-type: none"> • Named attendance lead to monitor and liaise with families • Attendance officer for admin • Work with EWO & SEMH team • Complete First Day Call and support families to raise attendance / punctuality 	<p>'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance.</p>	3,4
<p>Extracurricular activities</p> <ul style="list-style-type: none"> • Ensure access to a range of before and after school clubs. Fund one a year for vulnerable children. • Gardening club with ELSAs in school time 	<p>EEF (+3)</p> <p>Research shows engagement in activities can boost attainment and engagement. They can increase confidence and motivation</p> <p>Arts participation</p>	3, 4

<ul style="list-style-type: none"> • Fund trips so family finances are not a barrier to attending • Theme weeks with speakers/performers to improve cultural capital and engagement • Close links with Norden Farm to work on creativity, enjoyment in school 		
<p>Breakfast clubs & meal provision</p> <ul style="list-style-type: none"> • Encourage chn to have a hot school dinner (tasting sessions, flyers etc) • Work with the Brett Foundation to provide a subsidised breakfast and after school club onsite 	Magic Breakfast	3, 4
<p>Communicating with and supporting parents</p> <ul style="list-style-type: none"> • Workshops lead by key staff on supporting with phonics, reading and maths • Work with families and Early Help Hub, if necessary • Weekly newsletter to keep families informed with events and 'ask me' statements to support parent involvement in learning • Grown ups in school events 	<p>EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • support with home routines, sleeping and eating • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis <p>Parental engagement</p> <p>'Working with Parents to Support Children's Learning'</p>	3, 4
<p>Pupil progress meetings with teachers, head of school & SENDCo</p> <p>Year 2 Pupil interviews</p>	<p>Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's wellbeing. Staff will know who they are, their barriers to learning and any strategies needed to meet their emotional needs and support attendance.</p>	1, 2, 3, 4

Total budgeted cost: £51,160

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 2022 to 2023 academic year.

REVIEW OF INTENDED OUTCOMES FOR PREVIOUS YEAR (2022-2023)

1 Improved achievement for Vulnerable and Disadvantaged

Children were engaged and supported with the learning throughout the year. Parent workshops were well attended and feedback was positive.

Significant focus on maths curriculum, teaching strategies and PCA approach. CPD and planning meetings were used to ensure barriers to learning were identified for each individual pupil as well as groups. They provided the opportunity to assess and adapt interventions as well as celebrate successes. All disadvantaged children had an individual provision grid to track their support and impact- these were passed on to the next class teacher at the end of the year. They also allowed the internal tracking of the funding and ensured we were providing effective support for all target children, under very changeable circumstances and staffing.

Learning interventions were provided by teachers and then followed up by TAs. This was effective as the adults worked closely together resulting in good communication regarding the needs of the children.

Investments into online resources supported family and pupil engagement. Parental feedback was positive and the tracking within the apps suggested high pupil engagement.

Purchasing reading books that directly linked to the phonics scheme had a positive impact on phonics outcomes. Use of Numbots app raised the profile of maths and data shows greater engagement.

NELI programme data demonstrates positive impact on pupil outcomes so will continue next year and increase hours of HLTA to provide further intervention groups.

School data, informed by SATs, demonstrates Y2 (end of KS1) children who are eligible for pupil premium have made good progress in maths and phonics. English remains an area to work on. There were no identified disadvantaged children in reception that year.

2. Improved attendance and punctuality

Whole school attendance was 93.4%, persistent absence was 19.8%

Disadvantaged group was 90.1%, persistence absence was 41%

Attendance lead works with families but this must continue

'Inspection Data Summary Report' information, October 2023 for KS1 absence

- *There is nothing to highlight for overall absence in 2021/22 compared to all schools.* The rate of overall absence (6.7%) in 2021/22 was in the **highest** 20% of schools with a similar level of deprivation.
- *There is nothing to highlight for persistent absence in 2021/22 compared to all schools.* The rate of persistent absence (19.8%) in 2021/22 was in the **highest** 20% of schools with a similar level of deprivation.

	FSM	SEN	EAL
Overall absence	-	-	Highest 20%
Persistent absence	-	-	Highest 20%

3. Improved attitudes to learning and learning behaviours

The use of dedicated intervention areas helped with pupil concentration and engagement as it provided quieter places for children to learn and regulate their behaviour. Planned training on Walk Thrus will further improve this area.

ELSA sessions have had a positive impact on pupil engagement and readiness for learning.

4. Pupil access to enrichment activities

Financial support for school trips, clubs and experiences was used as planned. These helped with the children's cultural capital.

Parent workshops, run by staff and the EP, were well attended and feedback was positive.

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
Oxford Owl and Floppy Phonics	OUP
White Rose Maths	
Numbots	
Purple Mash	2Simple