

Pupil Premium Strategy Statement

This statement details Alderman Bolton’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 | Alderman Bolton Primary School |
| Number of pupils in school | 289 |
| Proportion (%) of pupil premium eligible pupils | 46.7% (135 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 - 2023 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | January 2023 |
| Statement authorised by | Paula Warding |
| Pupil premium lead | Paula Warding/ Kate McCormack |
| Governor / Trustee lead | Yvette Blake |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £181,575 |
| Recovery premium funding allocation this academic year | £19,720 |
| 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 | £201,295 |

Part A: Pupil premium strategy plan

Statement of intent

At Alderman Bolton Primary School, we have high aspirations and ambitions for all our children and we believe that no child should be left behind. We are determined that every child should be given the chance to realise their full potential, whatever their background. The pupil premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible under achievement. The premium is provided to enable schools to 'close the gap' in attainment. Overcoming barriers to learning is fundamental towards our use of pupil premium grants (PPG.) Barriers to learning are identified to inform what strategies or interventions are required. This is based on research and evidence of best practice using the EEF guidelines.

Challenges

The key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Low level of basic skills on entry – phonics, early reading, writing, maths. This is holding pupils back from attaining and making progress as expected. Also, preventing them engaging fully within the wider curriculum. |
| 2 | Speech and language skills for our children entering nursery and reception are significantly lower for pupils with pupil premium that for other pupils. |
| 3 | Pupils have limited experiences beyond their home life and immediate community. |
| 4 | Low attendance and persistent absenteeism of pupil premium / disadvantaged children. |
| 5 | Pupils with specific emotional needs. Mental health challenges or who are facing difficult circumstances in their life which affect their learning behaviour, attitudes and attendance in school. |

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 |
|---|--|
| Increase the % of KS1 pupil premium girls achieving ARE or above in reading and mathematics. | End of Summer 2022 data will show that 95/100% of pupil premium girls achieving age related expectations in reading and mathematics. |
| Increase the % of pupil premium girls achieving greater depth in reading, writing and mathematics by the end of KS1. | End of Summer 2022 data to show that the percentage of pupil premium girls achieving greater depth combined is in line or above the national average. |
| Increase the % of pupil premium pupils achieving GLD at the end of EYFS. | End of Summer 2022 date to show that the percentage of pupil premium pupils achieving GLD in EYFS is in line or above national average. |
| Increase the % of pupil premium pupils achieving greater depth in reading, writing and maths by the end of KS2. | End of Summer 2022 date to show that the percentage of pupil premium pupils achieving greater depth in reading, writing and mathematics is in line or above national average. |
| To ensure that pupils who have fallen behind are identified quickly and high quality evidence based interventions are implemented and monitored by pp lead and SLT. | Analysis of interventions will show if accelerated progress is being made and if the intervention is having a positive impact. Reading interventions - Diagnostic tests to take place every 6 weeks to monitor reading ages. (H.Baldwin Brown & C.Wadsworth Tutors) |
| Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated. | Learning mentor/welfare officer/SENDCO to identify and support families and children to alleviate barriers to learning. Learning mentor to identify children for Lego therapy, play therapy, gardening clubs, Nurture sessions. Pupil premium lead to support disadvantaged/vulnerable pupils – weekly check ins, providing support / alleviating barriers to learning. Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible. |

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| <p>Pupils have a breath of experiences that enable them to contextualise their learning.</p> <p>School will deliver a rich, engaging, broad and varied curriculum.</p> | <p>We will have instilled a love of learning in all children. The curriculum will be progressive, cumulative and engaging. Children will know more, learn more and do more.</p> <p>External visits/trips/residentials will take place to enhance learning and enthuse children to learn across all subjects.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.</p> |
| <p>All disadvantaged pupils will meet national expectations for attendance.</p> | <p>Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96% +)</p> <p>Monitoring of attendance by Head of school and welfare officer. This will decrease persistent absences. Supporting families with attendance issues and establishing any issues that can be alleviated.</p> |

Activity in this academic year

This is 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: £120,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Literacy Counts Training - Reading consultants</p> | <p>The use of high-quality units of work using language-rich vehicle texts from Reception through to Year 6. These enrich the teaching of writing, contextualise spelling, grammar and punctuation and enable children to reach ARE and Greater Depth in writing.</p> <p>https://literacycounts.co.uk/research-influences/</p> | <p>1, 2 and 3</p> |
| <p>First for Maths Training</p> | <p>Develops a love and secure understanding of mathematics from EYFS to Y6. First for maths is tailored to meet the needs of all pupils and impacts on families within their community. Support with ongoing CPD for teachers and TAs, planning and teaching for mastery.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> | <p>1 and 2</p> |

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| <p>Monster Phonics Training</p> | <p>Monster Phonics Program is an advanced multisensory, synthetic approach to teaching phonics. It uses 10 Monster characters to create interest and engagement for children. Studies show a 38% increase in spelling accuracy in 5 weeks and a 23-month improvement in reading age over a 5-month period. All teachers and TA's from EYFS, KS1 and KS2 to be trained on the program.</p> <p>https://monsterphonics.com/stories/emma-garrett-research-dissertation-on-the-impact-of-monster-phonics-on-emergent-literacy-skills-in-young-children-university-of-east-london/</p> | <p>1 and 2</p> |
| <p>Acting Assistant Head to work with subject leads to improve/enhance the teaching and learning with every subject.</p> | <p>http://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> | <p>1 and 2</p> |
| <p>Allocation of funds towards continuing Professional Development for teachers and TAs across school. Impact of each CPD event to be recorded and monitored.</p> <p>Subscriptions and high quality texts for EYFS, KS1, KS2.</p> | <p>High quality teaching and learning in all classes every day. At least good too outstanding. Provision of interventions and challenge teaching for children identified as needing to catch up.</p> <p>www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> | <p>1 and 2</p> |

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

Budgeted cost: £ 60,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Experienced teacher to Tutor Y4/5 Pupil Premium Pupils to close the gaps in reading.</p> | <p>EEF Research for Paired Reading</p> <p>Paired reading and reading comprehension strategies = Moderate cost for very high impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> | <p>1 and 2</p> |
| <p>Acting Assistant Head to tutor Y6 Pupils English and Maths x3 per week. Additional tutor to take them X2 a week to maintain small targeted group approach.</p> | <p>Small group tuition proven to have approximately on average impact of four months additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | <p>1 and 2</p> |
| <p>Experienced teacher to Tutor Y2 Pupil Premium pupils in groups four times per week.</p> | <p>Small group tuition proven to have approximately on average impact of four months additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | <p>1 and 2</p> |
| <p>Experience tutor to provide tuition for our PEP children. This includes reading, writing and maths support. X2 hours per week per pupil.</p> | <p>EEF state a high impact, moderate cost for 1:1 tuition.</p> <p>https://educationendowmentfoundation.org.uk</p> <p>https://afaeducation.org/free-dt-resources/explore-our-resources/effective-personal-education-plans-peps/</p> | <p>1 and 2</p> |

| | | |
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| <p>Targeted, structured interventions to children across the whole school.</p> <p>Interventions to be planned, monitored and evaluated by Acting Assistant head and SENDCO.</p> | <p>Provision of quality first teaching, mastery curriculum and effective challenge for children identified as needing to catch up.</p> <p>www.gov.uk/publications/the-pupil-premium-how-schoolsarespendingthefundingsuccessfully</p> | <p>1 and 2</p> |
|---|--|----------------|

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

Budgeted cost: £21,295

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Vulnerable children to be identified and supported through Lego Therapy</p> | <p>www.discovery.ucl.ac.uk</p> <p>Lego therapy involves building lego collaboratively to promote social interaction for children with ASC. It is a child led – peer based intervention that builds upon children’s interest in construction to promote a willingness to collaborate and interact.</p> | <p>2, 3 and 5</p> |
| <p>Vulnerable children to be identified and supported through Play Therapy</p> | <p>https://educationendowmentfoundation.org.uk/social</p> <p>Play therapy uses creative arts media as well as other forms of play which access unconscious as well as conscious processes.</p> | <p>2, 3 and 5</p> |
| <p>All children to be provided with the opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences.</p> | <p>Provision of a range of initiatives to extend children’s experiences.</p> <p>www.gov.uk/publications/the-pupil-premium-how-schoolsarespendingthefundingsuccessfully</p> | <p>3</p> |

| | | |
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| <p>Each class will offer after school clubs covering a wide variety of activities.</p> | | |
| <p>Head of school to ensure that parents and carers are made aware of expected attendance levels when they fall below 90%.</p> <p>Increased rewards for improving attendance.</p> | <p>Deployment of staff to support families to improve attendance and eradicate persistent absenteeism. Welfare officer to support those families to improve attendance and alleviate barriers to working alongside the school.</p> <p>www.gov.uk/publications/the-pupil-premium-how-schoolsarespendingthefundingsuccessfully</p> | |

Total budgeted cost: £ 201, 295

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 2020 to 2021 academic year.

Teacher Assessed data for 2021 and targets for 2022

| | EYFS GLD | Phonics | KS1 R | KS1 W | KS1 M | KS2 R ARE | KS2 W ARE | KS2 M ARE | KS2 RWM ARE | KS2 R GD | KS2 W GD | KS2 M GD | KS2 RWM GD |
|--------------------------------------|-------------|---------|----------|----------|----------|-----------------|-----------------|-----------------|-------------------|----------------|----------------|----------------|------------------|
| All pupils: 2021 Un- validated | 64% | 85% | 82% | 71% | 74% | 83% | 81% | 81% | 81% | 16% | 16% | 21% | 13% |
| All pupils: 2022 Target | 73% | 85% | 79% | 73% | 76% | 84% | 81% | 84% | 81% | 26% | 23% | 29% | 21% |
| PP: 2021 Unvalidated | 63% | 81% | 67% | 56% | 61% | 76% | 72% | 72% | 72% | 16% | 8% | 12% | 8% |
| PP: 2022 cohort Number | 6 | 19 | 7 | 7 | 7 | 16 | 15 | 15 | 15 | 5 | 4 | 6 | 4 |
| PP: 2022 Target | 34% | 78% | 69% | 63% | 69% | 80% | 75% | 75% | 75% | 25% | 20% | 30% | 20% |

Externally provided programmes

| Programme | Provider |
|--------------------------------|-----------------|
| Accelerated reader | Renaissance |
| First for Maths | First for Maths |
| Read to write Steps to read | Literacy Counts |
| Assessing Primary Writing | No More Marking |

Service pupil premium funding: 0%

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |