

Pupil Premium Strategy Statement

This statement details Alderman Bolton’s use of pupil premium funding (and recovery premium for the 2023 to 2024 academic year) 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 | 306 with Nursery 265 without Nursery |
| Proportion (%) of pupil premium eligible pupils | 148/305 49% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-2026 |
| Date this statement was published Updated on | November 2023 July 2024 |
| Date on which it will be reviewed | June 2025 |
| Statement authorised by | Sarah Morris |
| Pupil premium lead | Rachel Oakley |
| Governor / Trustee lead | Yvette Blake |

Funding Overview

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | 219,040 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £219,040 |

Statement of Intent

At Alderman Bolton Primary School, we have high aspirations and ambitions for all of our pupils and we believe that no pupil should be left behind. We are determined that every pupil should be given the chance to realise their full potential, make good progress and achieve in all curricular areas.

The Pupil Premium is an allocation of additional funding provided to schools and is used to support specific groups of children who are vulnerable to possible under achievement. This includes those who are already above age related expectations.

Evidence shows that high quality teaching has the greatest impact on pupil progress and benefits all pupils, not only those considered to be disadvantaged. 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 include non-academic challenges that pupils may face which affects their education and access to teaching.

The Pupil Premium Strategy supports our plan for education recovery. Plans for this will be based on robust assessment programs and will support children whose education has been worst affected, including non-disadvantaged pupils.

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, this is preventing children from engaging fully within the wider curriculum. |
| 2 | Speech and language skills for our children when entering nursery and reception are significantly lower for pupils with pupil premium than 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. (SEMH) 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 |
|--|---|
| All disadvantaged pupils will meet national expectations for attendance. | Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96% +) Monitoring of attendance by Headteacher, Attendance team and welfare officer. This will decrease persistent absences. Supporting families with attendance issues and establishing any issues that can be alleviated. |
| Increase the % of KS1 pupil premium pupils achieving ARE or above in reading, writing and maths combined. | End of year data will show an increase in the number of PP pupils achieving ARE in reading, writing and maths. |
| Increase the % of pupil premium pupils achieving greater depth in reading, writing and mathematics by the end of KS1. | End of year data to show that the percentage of pupil premium pupils 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 year data 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 year data to show that the percentage of pupil premium pupils achieving greater depth in reading, writing and mathematics is in line or above national average. |
| 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. |
| 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 play therapy, gardening clubs, Nurture sessions. Pupil premium lead to support disadvantaged/vulnerable pupils – regular 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>The curriculum will be progressive, cumulative and engaging. Children will know more, learn more and do more. Pupil voice and monitoring will show this.</p> <p>External visits/trips/residential 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>Provide additional opportunities for swimming lessons.</p> | <p>Children from Y3-Y6 will receive additional swimming lessons – 20 weeks.</p> <p>More children will achieve the KS2 national curriculum expectation for swimming.</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: 50,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Literacy Counts Training – Writing consultants</p> <p>English CPD</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>Consultancy day- CPD twilight and staff released to engage in training when needed. English lead is released to support and monitor the teaching and learning in English.</p> <p>High quality staff CPD is essential to follow EEF principles.</p> <p>Writing sessions modelled – live lesson taught by consultant and observed by teachers- reduces cognitive load and increase motivation is teachers.</p> <p>Quotes from EEF Effective Profession Development Guidance Report:</p> <p><i>“Where information is derived from impacts how motivated teachers are to use it. The more credible the source, the more likely they are to change their practice”.</i></p> <p><i>“Using an expert teacher to promote a particular practice.”</i></p> | <p>1, 2 and 3</p> |

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| <p>First4Maths Academy</p> <p>WPAT moderation</p> <p>Maths CPD</p> | <p>Develops a love and secure understanding of mathematics from EYFS to Y6. First4Maths is tailored to meet the needs of all pupils-it gives small steps to target the key areas of maths pivotal to develop understanding.</p> <p>Support with ongoing and instant CPD for teachers and TAs, planning and teaching for mastery. Staff can use the First4Maths Academy to gain access to CPD on any area of maths they are teaching.</p> <p>Resources can be accessed by all staff from Nursery to Y6.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> | 1 and 2 |
| <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> | 1 and 2 |
| <p>CPD – other subjects</p> <p>Subject lead training</p> | <p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. Subject leads are given release time once per term to lead effectively and ensure regular monitoring of their subject.</p> | 1, 2, 3, 4 and 5 |

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

Budgeted cost: £ 130,000

| Activity | Evidence that supports this approach | Challenge number addressed |
|---|---|----------------------------|
| Experienced teachers to teach small groups in Upper Key Stage 2 | <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>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>Reducing class size EEF (educationendowmentfoundation.org.uk)</p> | 1 and 2 |
| Experienced teacher to Tutor Y2 and lower Key Stage 2 pupils who are working below expected standard. | <p>Small group tuition proven to have approximately on average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> | 1 and 2 |
| Experience teacher to provide tuition for our PEP children. | <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> | 1 and 2 |

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| <p>Targeted, structured interventions to children across the whole school.</p> <p>Interventions to be planned, monitored and evaluated by Deputy 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> |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £40,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>SEMH interventions</p> | <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>The average impact of such interventions and teaching of self-regulation strategies is an additional 7 months over the course of a year.</p> <p>Metacognition can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>Metacognition training for staff.</p> <p>Training on self-regulation strategies and developing children's motivation- willingness to engage and learn.</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>Each class will offer after school clubs</p> | <p>Provision of a range of initiatives to extend children's experiences.</p> | <p>3</p> |

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| <p>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.</p> <p>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-schools-are-spending-the-funding-successfully</p> | |

Total budgeted cost: £220,000

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 2023-2024 academic year.

| Impact |
|---|
| <p>The number of children passing their phonics screening test has remained above national at 83%.</p> |
| <p>Overall attendance has improved by almost 2% bringing school in line with national. The percentage of pupils persistently absent has dropped by almost 10%. The percentage of pupils, who are persistently absent, has improved in all but one year group.</p> |
| <p>In Reading, writing and maths the percentage of KS2 achieving the age-related standard has remained above national at 83%. The average scaled score is higher than previous years in reading and maths demonstrating that children have a more secure understanding.</p> |
| <p>The implementation of reading plus is proving to be successful. Children and staff are positive about it and most children have shown an improvement in their reading fluency. The Project X interventions for Years 3 and 4 have also had a positive impact with children moving through the book bands due to their improved reading skills.</p> |

Externally provided programmes

| Programme | Provider |
|--|---------------------|
| Reading Plus | Renaissance |
| First4Maths CPD, planning and resources | First4Maths Academy |
| Read to write Steps to read Ready, Steady, Spell | Literacy Counts |
| Click View | Click View |

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 |