

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2020 to 2023 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	Albourne CE Primary
Number of pupils in school	187 (Nov '21)
Proportion (%) of pupil premium eligible pupils	12% (Nov '21)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-21 to 2023-24
Date this statement was published	Originally December 2020 Updated November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Anne Claxton, Headteacher
Pupil premium lead	Anne Claxton and Gemma Cragg
Governor / Trustee lead	Louise Whitmore

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,470 20-21 £32,353 21-22
Recovery premium funding allocation this academic year	£4,200 20-21 £8,650 21-22
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£33,670 20-21 £41,003 21-22

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
---	--

## Part A: Pupil premium strategy plan

### Statement of intent

At Albourne CE School we place great emphasis on the quality first teaching and learning provision for all our children on a daily basis; this key principle underpins everything we do.

We ensure that appropriate provision is made for children who belong to vulnerable groups and that socially disadvantaged children have their needs adequately assessed and met.

We recognise that not all children who have received free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged or vulnerable will be in receipt of free school meals. We allocate the Pupil Premium Grant to support any child that the school has identified as being vulnerable and who should be making better progress.

We allocate Pupil Premium funding after a needs analysis to identify priority groups and individuals, including those pupils who are more able. Most of the actions that we put in place will also meet the needs of vulnerable people not in receipt of the Pupil Premium Grant (PPG). Our approach responds to common challenges and the individual needs of our children.

#### **Our aims are:**

- To ensure that all vulnerable pupils, regardless of whether they are in receipt of PPG or not, have their needs met in order to enable them to make good progress.
- To ensure high attainment of more-able PPG pupils.
- To ensure good progress of all children in receipt of PPG from their starting point.
- To increase the range of services available to support the wellbeing of PPG pupils and other vulnerable children in order to remove barriers to learning.
- To maintain and increase the punctuality and attendance of PPG pupils and other vulnerable children through specific monitoring and engagement with families

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments (including pupil survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment as well as creating a barrier to friendships and their engagement in learning.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 18 pupils (5 of whom are disadvantaged) currently require additional support with social and emotional needs, with 12 (2 of whom are disadvantaged) receiving small group interventions and learning mentor.</p>
2	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than the other pupils. These findings are supported by National studies.</p> <p>This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations in Maths due to children's timetable knowledge and practice.</p>
3	<p>Assessments, observations and discussions suggest that our disadvantaged children generally fall further behind with their reading due to difficulties with phonics and not practising reading at home 5 times a week. This negatively impacts their development as readers.</p>
4	<p>Assessments, observations and discussions suggest that disadvantaged children generally fall further behind with their writing due to grammar, punctuation and spelling issues.</p>
5	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language, processing skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our bottom 20% including some disadvantaged pupils.</p>
6	<p>Families need support to pay for visits/residential Less opportunities for enrichment through family outings/ experiences.</p>
7	<p>Our attendance data over the last 2 years indicates that attendance among a few disadvantaged pupils gives us cause for concern.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## 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.

As a working document, we have used three colours to help guide us with what we have implemented and what we still need to achieve as shown below:

### Implemented

Started to implement- more work to do

### Not yet implemented

Intended outcome	Success criteria
To achieve and sustain improved wellbeing, social and emotional language for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations and feedback.
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths outcomes show that our disadvantaged pupils who meet the expected standard is at least the same or better than National data.</p> <p>The percentage of children passing their times-table test in 2021-22 is at least inline or better than National data.</p> <p>Internal data shows disadvantaged children are making at least expected or better than expected progress.</p>
Improved reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes show that our disadvantaged pupils who meet the expected standard is at least the same or better than National data.</p> <p>Internal data shows disadvantaged children are making at least expected or better than expected progress.</p>
Improved writing attainment among disadvantaged pupils.	<p>KS2 writing outcomes show that our disadvantaged pupils who meet the expected standard is at least the same or better than National data.</p> <p>Internal data shows disadvantaged children are making at least expected or better than expected progress.</p>
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including

	engagement in lessons, book scrutiny and ongoing formative assessment.
Access to enrichment opportunities	Children able to attend all visits
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0%.

## Activites

This details how we intend to spend our pupil premium (and recovery premium funding) to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,124

Activity	Evidence that supports this approach	Chall enge numb er(s) addre ssed
<p>GPS magic grammar sessions to teach fundamental knowledge and to regularly recap for embedded learning</p> <p>Additional training for TAs in GPS to ensure good subject knowledge</p>	<p>Mary Myatt’s “Space repetition” as well as Rosenshine’s principles “Present new material in small steps with student practice after each step: Only present small amounts of new material at any time, and then assist students as they practice this material.”</p>	<p>4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Isabel Beck’s 3-tiered approach to language</p>	<p>5</p>
<p>Research of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Purchase of resources to support phonics programme</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3</p>

<p>Research and training of embedding times-tables.</p> <p>Use of Timestable Rockstars in and out of the school- increasing children's participation.</p>	<p>National College among many other organisations stress the importance of learning multiplication tables to help with mathematical knowledge but also being a fundamental life skill</p> <p><a href="https://thenationalcollege.co.uk/news/why-learn-times-tables">https://thenationalcollege.co.uk/news/why-learn-times-tables</a></p>	<p>2</p>
<p>Improve the quality of wellbeing through social and emotional (SEL) learning through the use of PSHE scheme-Jigsaw.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Learning mentor 1:1 4x afternoon</p> <p>Nurture group 1x afternoon half a term</p> <p>1:1 TA support to meet individual needs including both SEND and disadvantaged.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.eef.org.uk/eef-projects/eeef-social-and-emotional-learning">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>1</p>
<p>To ensure quality first teaching and sharing best practice particularly relating to feedback and metacognition</p> <p>Leaders to be released to support across the school to improve quality first teaching.</p> <p>Leaders will develop and provide targeted support/intervention for pupils to address underachievement &amp; developing effectiveness of support staff</p>	<p>These approaches can provide up to +7 months progress in the classroom if used effectively.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback?qclid=EAlaIQobChMImN2QlqeL9AIVQeztCh2i3Af8EAAYASAAEgKITvD_BwE">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback?qclid=EAlaIQobChMImN2QlqeL9AIVQeztCh2i3Af8EAAYASAAEgKITvD_BwE</a></p>	<p>2, 3, 4, 5</p>



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

Budgeted cost: £29,879

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investigation of a programme (Nuffield Early Language Intervention) to improve listening, narrative and vocabulary skills for disadvantaged pupils in Year R who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	5
Roll-out of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils across the school who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	5
Speech and language 1:1 support	Historical progress reviews with West Sussex Speech and Language service  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/181549/DFE-RR134.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/181549/DFE-RR134.pdf</a> .	5, 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	3

	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
1:1 Priority Readers to target children that don't read at home	<p>Reading to young children is proven to improve cognitive skills and help along the process of cognitive development.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	3
Same day targeted interventions for Maths and English 1:1 or small group across the school. To address any misconceptions and to help children to get to expected.	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/same-day-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/same-day-intervention</a></p> <p>Although most of the research suggests this is particularly beneficial for Maths, this has also had good impact on English evidenced through our conversations, observations and pupil progress meetings.</p>	2, 3, 4

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

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Embedded principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Half-termly review of attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	7

<p>System for holding parents to account for low attendance.</p>		
<p>Improve the quality of wellbeing through social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Learning mentor 1:1 4x afternoon</p> <p>Nurture group 1x afternoon half a term</p> <p>1:1 TA support to meet individual needs including both SEND and disadvantaged</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>1</p>
<p>Funding to enable pupils to have equal access to enrichment activities</p>	<p>Children to get their full entitlement to enhance their learning.</p> <p><a href="https://livemore.yha.org.uk/education/who-has-missed-out-on-extracurricular-and-enrichment-over-lock-down">https://livemore.yha.org.uk/education/who-has-missed-out-on-extracurricular-and-enrichment-over-lock-down</a></p>	<p>6</p>

**Total budgeted cost: £41,003**

## 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.

#### Challenges 1-5

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was slightly lower than data from 2018-19 in key areas of the curriculum.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. Our main aim of last year's plan was to use the pupil premium funding to provide wellbeing support for all pupils both through PSHE planning using 'Jigsaw' which allowed time for teachers to explore any issues with their children as well as providing 1:1 learning mentor time and 1:1 emotional support from TAs. This will continue to be a priority so that children feel happy and safe so are ready to learn.

We also placed a huge emphasis on quality first teaching and ensured teachers and subject leaders had time to assess children's gaps of knowledge because of lockdowns. Teachers and leaders used this knowledge to plan sequences of work and activities to recap learning, address gaps and misconceptions and to ensure the children had the correct knowledge to support them in their next year of schooling. As a result, we ran many targeted interventions to address these gaps as well as using teaching staff to work with individuals and groups of children within the classroom to provide targeted support. We track the attainment and progress of these children and discuss them in depth at pupil progress meetings. We are building on this approach with the activities detailed in this plan in the current academic year ensuring that these strategies have a positive impact on attainment.

During this year we found the short sharp focused learning such as the magic grammar sessions had a positive impact on the large majority of children. The constant repetition proved to be beneficial in embedding and consolidating learning. We aim for this to have an overall impact on the end of KS2 writing.

#### Challenge 6

Due to COVID-19, unfortunately we were unable to take the children out on school trips. Where possible we tried to provide as many enrichment activities in school as we could. Our aim for 2021-22 is to provide children with enrichment opportunities throughout the year, some of these being detailed on our 'trips and experiences' table

which can be found on our website, as well as providing after school clubs for the children to attend.

### Challenge 7

Although overall attendance in 2020/21 was 96.7%.

We are monitoring individual cases where there is the risk of the child becoming a persistent absentee.

## 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

## Further information (optional)

We have put an evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

As a working document, we have used three colours to help guide us with what we have implemented and what we still need to achieve as shown below:

Implemented

Started to implement- more work to do

Not yet implemented