

# Pupil premium strategy statement – Alverstoke Infant School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	7.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Vanessa Ridler
Pupil premium lead	Vanessa Ridler
Governor / Trustee lead	Laura Millyard/Phil Bull

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£33,785</b> (£7370 service premium – see separate statement)  <b>£26,415</b>
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>	<b>£33,785</b>

<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	
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# Part A: Pupil premium strategy plan

## Statement of intent

We are highly ambitious for our disadvantaged pupils and believe that we can use an effective strategy to ensure that these children will eventually make progress in learning equivalent to, or ahead of, their peers. This may not be seen in immediate gains, but over time, throughout their time at our school. We strive to instil good learning habits so that children develop the skills to achieve in all areas of the curriculum.

In addition, we strive to support those pupils who may be socially or emotionally disadvantaged as a result of financial deprivation or adverse childhood experiences (ACE's) in early childhood.

We are aware that some of our disadvantaged pupils will have been more negatively affected by lockdowns and the impact of Covid than their peers, throughout their pre-school education. Areas mostly effected are behaviour and language development. We intend to identify where there are gaps in learning and devise ways of filling these gaps.

## Challenges

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

Challenge number	Detail of challenge
1	5 out of 13 disadvantaged pupils need support to regulate their behaviour as this has an impact on their own well-being and ability to learn, as well as that of others'.
2	5 out of 13 disadvantaged pupils are on the SEND register.
3	1 out of 13 disadvantaged pupils are currently targeted for speech and language support. However, several disadvantaged children need support with understanding new vocabulary.
4	2 out of 13 disadvantaged pupils are not on the SEND register, but have been identified as needing support in learning.
5	Lower attendance of 2 out of 13 disadvantaged pupils.
6.	Limited Cultural capital.
7.	Limited social skills and under developed learning skills as active listening, engaging in conversations and working as part of a team.

## 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
Better speech and language skills to support learning across the curriculum.	SALT targets achieved. Disadvantaged children will be targeted for the pre-teaching of vocabulary related to learning topics, ensuring that they can access all lessons with good understanding.
Improved academic achievement.	Data will show that targets achieved are in line with, or ahead of, non-disadvantaged pupils.
Additional enrichment experiences build on life skills and well-being.	Disadvantaged pupils can talk with enthusiasm of their experiences in school.
Improved attendance of target pupils to avoid missed learning time.	Attendance of disadvantaged pupils will be within a few percentage points of non-disadvantaged cohort.
More regulated behaviour leading to improved emotional well-being.	Support programmes (such as ELSA, or nurture provision) show targets achieved in social and emotional areas.
More regulated behaviour leading to improved learning outcomes.	Support from SENCo and classroom staff, and adaptations to the behaviour policy (IBMP's) will result in fewer incidents where behaviour impacts on learning in the classroom.

## 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: £ 3,265

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject leader time and training to ensure subject curriculum and delivery meets the needs of all learners.	Curriculum is designed and delivered to meet the needs of all learners, taking account of learning styles, needs and providing required scaffolds.	1,4
PSHE scheme to be embedded to enhance the current PSHE provision and underpinning our school values and rules.	Use of SCARF: whole-school approach supporting promoting positive behaviour, mental health, wellbeing, resilience and achievement. This scheme will underpin our school values of Belonging, Respect and Responsibility.	1,3, 7

SENCo and Child and Family Support worker time for diagnostic assessment including COPs	BPVS, ELSA assessments, Boxall profiling are all recognised diagnostic assessments.	2, 3, 4, 7
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional LSA to support small groups of learners in class (and/or oversee whole class so teacher can support small group)</p> <p>Pupils receive frequent verbal feedback to support their learning.</p>	<p>EEF: “Small group tuition has an average impact of four months additional progress over the course of a year”.</p> <p>EEF: “Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months)”</p>	1,2,4
LSA release time to deliver bespoke SALT programmes or additional language support for target pupils.	Programmes are either supplied by qualified SAL therapist, or are delivered by teaching staff. Language underpins all learning and is directly linked to academic success.	3,4
Attendance to be robustly monitored: meetings with parents when attendance is a concern. Half termly certificates for good attendance, weekly class attendance awards.	DFE “Working together to improve school attendance” (September 2022)	5
ELSA support for targeted pupils	Research consistently shows that that socioemotional skills and well-being underpin later academic achievement	1, 7
Forest school intervention to support social, emotional and mental health needs, providing a memorable experience	Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as	1,5,6, 7

	resilience, self-confidence and motivation.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly book clubs for children in order to build their own personal library and develop their love of reading. (£350)	To develop a love of reading by enabling children to have a collection of their own books.	1,4,5
Access to uniform and daily milk. (£500)	Ensuring children have a sense of belonging to our school and are ready to learn.	1,5
Access to an After school club every half term. (£3000)	Children develop physical skill and a sense of personal development. Their enthusiasm and engagement is transferred into school activities.	1,6
Access to wider curriculum opportunities such as Rock Steady (£300)	Children to access extra curricular activities. EEF, "Arts participation" +3 months	1,5,6, 7

**Total budgeted cost: £ 26,415**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

There are 16 children eligible for pupil premium. 37.5% of these pupils are in year 2, a further 37.5% are Year 1 and the remaining 25% are year R. Of the children eligible for pupil premium, 5 are also on our SEND register (31%)

Year 2 end of year data is as follows:

Reading end of year attainment: non PP 70% PP 33.3%

Writing end of year attainment non PP 68.3% PP 16.6%

Maths end of year attainment non PP 75% PP 33.3%

Combined R,W,M attainment non PP 63.3% PP 0%

Intervention to support Year 1 pupils with their phonic knowledge was highly effective. 50% of Year 1 pupil premium pupils passed the phonic screening (3/6). The three who did not pass the PSC made excellent progress, 2 scoring 30 and 31 and another child, a joining EAL pupil, scored 24.

Catch up provision was targeted at PP pupils. Pre and post intervention assessments showed small step gains in phonic knowledge, reading and maths skills.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider