

Aldersbrook Primary School - 3 Year Pupil premium strategy statement (23/24)

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Aldersbrook Primary School
Number of pupils in school	687
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	30.11.21
Date on which it will be reviewed	30.11.24
Statement authorised by	Brian Hughes & Julie Crouch
Pupil premium lead	Shazan Hussain
Governor / Trustee lead	Rosie Chapleo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118 255.00
Recovery premium funding allocation this academic year	£11 455.00
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	£129 710. 00

Part A: Pupil premium strategy plan

Statement of intent

Here at Aldersbrook we are passionate about creating a place of learning which is populated with **curious, confident, involved** and **independent** learners for life. We believe that when learners are curious, they ask questions about the world around them and learning becomes a part of their whole life. Curiosity builds a love of learning and a drive to discover answers for themselves. We believe that when children are confident, they maintain a voice, articulately themselves and speak out respectfully. We believe that when pupils are involved, they ask questions about what they are learning and why they are learning. We know that when learners are independent they have a greater understanding of what helps them to learn and how they can find strategies to improve. We hold this expectation for all learners and are committed to ensuring equity of resources are provided so that all pupils can access learning to the highest level.

The Covid-19 pandemic has led to school closures across the UK, with the majority of pupils out of school, though supported and taught in various ways throughout the entire pandemic. There has been concern that school closures will lead to slower rates of learning or learning loss, and there is a risk that the attainment gap for pupils who are economically disadvantaged will widen further. Therefore, sustained and timely approaches have been adopted to support the progress and attainment of all children.

This year the greatest focus is to ensure that children's progress is accelerated through targeted support, professional development and effective challenge for all. We also aim to engage more deeply with our families so that our children are being supported with their learning, even when they aren't in school. We aim to cater for the whole child whilst striving for very high attainment and excellent progress measures.

Our overarching objectives are:

- For all pupils, including those who are disadvantaged, to make or exceed nationally expected progress rates & attainment levels.
- Engage & support families with their child's learning, particularly those from disadvantaged backgrounds.
- To support our children's health and wellbeing, particularly after lockdown.
- Ensuring that the learning barriers of disadvantaged children with SEND are being addressed with evidence informed strategies
- Ensuring that appropriate provisions are made for to enhance cultural capital and aspirations of disadvantaged pupils, this includes prioritisation for after-school clubs, subsidised/no cost educational visits and residentials, free music tuition etc.

Challenges

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

Challenge number	Detail of challenge
1	Attainment gap in children achieving greater depth particularly in writing
2	Pockets of low family engagement with children's learning
3	Low uptake of clubs and enrichment activities amongst our disadvantaged pupils
4	Progress of Pupil Premium recipients with SEND
5	Attendance and punctuality of a small group of PP children.

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
Pupil Premium children will make good or better progress in all core subjects and meet age expected outcomes or above (writing focus)	<ul style="list-style-type: none"> Disadvantaged pupils match or exceed progress & attainment levels as non-disadvantaged across all core subjects (not taking into account SEND/PP pupils) Increased % of pupils who achieve greater depth across reading & writing by the end of KS2
Improve engagement of PP families to support their children's learning and work collaboratively with school to build high aspirations.	<ul style="list-style-type: none"> Provide staff in school to provide termly face to face meetings with parents/carers for all PP pupils across school to discuss progress and build relationships with class teachers & school Dedicated termly PP release time for all teaching staff to meet parents, hold 1-1 pupil meetings and check PP progress Parent workshops to target PP families Every PP families to be supplied with IT equipment to access learning at home (Chromebook)

<p>For pupil premium children to engage with a wider range of enrichment activities to build cultural capital</p>	<ul style="list-style-type: none"> • A wide range of extra-curricular activities will be offered to tap into our children's passions. PP families given early access/ discounted & free clubs • Pupil premium children who chose not to join a club in the autumn term will be prioritised in the spring and summer terms. PP pupils tracked to aim for 100% of PP children attend an extra-curricular club across year. • Discounts in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, music lessons, residentials, family holidays etc. • Targeted residentials to provide specialist provision (Writing focus) • All PP children offered music tuition in school.
<p>PP/SEND crossover pupils make accelerated progress</p>	<ul style="list-style-type: none"> • Early identification of barriers for PP/SEND pupils. • Evidence based strategies used to impact progress & attainment. • Targeted interventions in place & reviewed for impact. • Significant progress across all subjects for PP/SEND pupils. • All staff to be confident and trained in quality first teaching for pupils with SEN through INSETs and workshops
<p>Improvement of disadvantaged pupil's attendance</p>	<ul style="list-style-type: none"> • Pupils attendance improves over time- to be in line with non-disadvantaged pupils • Pupil's attendance is above 95%

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: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Highly effective delivery of a carefully planned, knowledge rich curriculum; including the teaching of metacognitive strategies to empower pupils to embed learning.</p> <p>Subject leaders released to monitor, support and embed CICI.</p> <p>Employ an additional teacher: Class teachers will be released for curriculum planning time (PP specific) to ensure consistency, progression and depth of learning across all Curriculum subjects.</p>	<p>Recent Ofsted research defined a ‘knowledge-rich’ approach as one in which curriculum leaders are clear on the “invaluable knowledge they want their pupils to know”. Ofsted 2019. A curriculum must be well sequenced and underpinned by an understanding of how children learn. But, in addition, it must be based on a rich conception of knowledge that includes the skills and attitudes that contribute to success. EEF 2019 Development of a knowledge rich curriculum that supports teachers in planning and delivering content that is appropriate, has clear links to prior knowledge and ensures good outcomes for all pupils. Experts will provide resources to support the curriculum – including knowledge organisers. CPD Cognitive Science. CPD for all staff- Spaced learning and retrieval practise</p>	<p>1, 2, 3 , 4</p>
<p>Evidence based deliberate practice CPD for all teaching staff</p>	<p>Evidence-informed Continuing Professional Development in Rochdale was a pilot intervention aimed at supporting teachers to use evidence-based teaching and learning strategies to improve pupil progress. The project ran for one year (2014-2015) in ten primary schools in the Rochdale area, all of which are members of the Inspirational Professional Learning Community Network (IPLCN), and was delivered by a senior Continuing Professional Development (CPD) consultant based at</p>	<p>1, 4</p>

	<p>one of the schools. It involved CPD sessions and direct consultant support designed to help teachers to:</p> <ul style="list-style-type: none"> • Have more positive views about the use of research for improving teaching and learning. • Apply educational research findings in the classroom and at a strategic development level. • Establish a stronger culture of evidence based enquiry and practice. 	
<p>Reading Course (2 Members of staff to disseminate information)</p>	<p>Research conducted in May and June 2020 found that children's enjoyment of reading increased overall during the first lockdown (from 47.8% pre-lockdown to 55.9% post-lockdown), reading enjoyment levels in early 2020 were at the lowest we have recorded since we began surveying children and young people in 2005. In addition, during lockdown, some children reported that a lack of access to books, a lack of quiet space at home and a lack of school/peer support had negatively affected their ability to read and their motivation to read for enjoyment.</p> <p>Reading CPD will provide a clear context for helping to tackle disparities in reading enjoyment caused by the pandemic and help to drive an improved reading culture across your school.</p>	1
<p>Targeted year group support (Year 6)</p> <p>Kick-start targeted support for Reading Early Intervention LSA (cost)</p>	<p>Schools should focus first on developing core classroom teaching strategies that improve capabilities of the whole class. With this in place, the need for additional support should decrease. Nevertheless, it is likely that a small number of disadvantaged pupils will require additional support.</p> <p>There is a strong and consistent body of evidence demonstrating the benefit of the structured interventions for pupils who are struggling with their literacy. The first step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidence informed interventions and support that targets areas of difficulty. (EEF)</p>	1, 4

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

Budgeted cost: £19,855

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Weekly small group tuition with a focus on 'pre-teaching' so that cognitive load is reduced</i></p> <p><i>Daily assembly groups with a focus on 'pre teaching'</i></p>	<p>Evidence concludes that pre-teaching can enable low attaining pupils to make accelerated progress when learning new concepts in mathematics. This research created opportunities for pupils to practise a range of skills within small groups away from their classes, in an environment where they had a bigger voice, felt more confident and therefore could freely express themselves. When pupils went back into their classes, they were in control and more actively involved in their own learning as well as the learning of others.</p>	<p>1, 4</p>
<p><i>1-1 tuition for PP+ and PP/SEND pupils</i></p>	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions appear to result in optimum impact. Evidence also suggests tuition should be addition to, but not explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. (EEF)</p>	<p>1, 4</p>
<p><i>On-site Dyslexia Expert</i></p>	<p>Evidence suggests that people with literacy difficulties respond well to 'multi-sensory' teaching methods. Our dyslexia specialist use a variety of teaching techniques, including interactive games and activities, which have been proven to maximise learning potential. It also makes the lessons engaging and fun.</p>	<p>1, 4</p>
<p><i>Additional Phonics Interventions in Year 2 and 3 for children who have not or may not pass the Phonics Screening</i></p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from the phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. (EEF)</p>	<p>1, 4</p>

<p><i>NELI Intervention - Reception</i></p>	<p>NELI was developed by Dr Silke Fricke (University of Sheffield), Dr Claudine Bowyer-Crane (NIESR) and Professors Maggie Snowling and Charles Hulme (University of Oxford). They understood that identifying children's language needs early and providing them with targeted language support could ensure they have the fundamental foundations needed for good language and social and emotional development as well as later literacy and numeracy skills. They adapted approaches frequently used by speech and language therapists and developed NELI as a resource that could be used by schools for pupils in Reception class with weak oral language skills. Following this, the Education Endowment Foundation funded two further randomised controlled trials, both independently evaluated:</p> <ul style="list-style-type: none"> • The trial found that children receiving the NELI programme made the equivalent of +3 additional month's progress in oral language skills compared the children who did not receive NELI • It received 5 out of 5 on the EEF padlock scale which means we can be very confident in the results of the evaluation • Children receiving the NELI programme also made more progress in early word reading (+2 months) and children with English as an additional language benefited just as much from the programme as native English speakers. 	<p>1, 4</p>
<p><i>Early Boost Talk Intervention - Nursery</i></p>	<p>Evaluation showed that after Early Talk Boost, children make statistically significant progress in their early language. On average they make 6 months progress after a nine week intervention helping them to catch up with other children their age. This is twice the amount of progress of children not having the intervention.</p>	<p>1, 4</p>

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

Budgeted cost: £19,855

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Cultural Capital Opportunities</i></p> <ul style="list-style-type: none"> • Onsite Kitchen Workshops • Targeted Forest School PP sessions • Writing Residential Y5/Y6 • Family Holiday Association • Priority spaced for After-School Provisions (subsidised) • Free Breakfast Club for PP recipients • Free Music Tuition for PP recipients • Half Term Sports Club (£12000pw) • Lenovo Chromebooks 	<p>Research has shown that a lack of cultural knowledge and awareness can impact on capacity to learn and understand through lack of varied life experiences. Increasing opportunities to engage in and encouraging children and families to take part in a range of enrichment opportunities such as music tuition, trips, residential and family activities helps to close the gap in learning and attainment.</p> <p>Ofsted's inspection framework emphasises the importance of personal development and extending the curriculum beyond academic achievement.</p> <p>It assesses schools on whether they:</p> <ul style="list-style-type: none"> • Help children develop their interests and talents • Enable children to develop their character, including resilience, confidence and independence • Teach children how to keep physically and mentally healthy • Prepare them for future success • Equip children to be responsible, respectful and active citizens 	<p>2, 3, 5</p>
<p><i>Parental Engagement Workshops that will run twice a half term with the intention of involving parents from disadvantaged backgrounds with their child's learning. Workshops will be led by Subject Leaders and the Senior Leadership Team</i></p>	<p>A study by the EEF has found that:</p> <ul style="list-style-type: none"> • The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment • Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term. 	<p>2, 3, 5</p>
<p><i>ELSA</i></p>	<p>The ELSA course focuses on supporting emotional needs of children in schools, looking at the holistic development of the child. Psychological theory is used to help provide practical support to help Teaching Assistants (TAs) meet the emotional needs</p>	<p>5</p>

	of the children in a school setting. The 6 key areas are: emotional awareness, self-esteem, anger management, social and communication skills, friendship zones, and therapeutic stories.	
School Counsellor	Place2Be took part in a case study in 2016 involving 726 children. This research found that children's mental health improved according to both teachers and parents following counselling and these improvements were maintained one year later . The research further benefitted from including a matched comparison group taken from the British Child and Adolescent Mental Health Survey (BCAMHS) dataset.	5
Dedicated extra-curricular leader to target & track PP participation	Research has shown that a lack of cultural knowledge and awareness can impact on capacity to learn and understand through lack of varied life experiences. Increasing opportunities to engage in and encouraging children and families to take part in a range of enrichment opportunities such as music tuition, trips, residential and family activities helps to close the gap in learning and attainment.	2, 3
Dedicated time of attendance officer to track & monitor PP attendance	The Department for Education (DfE) published research in 2016 which found that: <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage (KS) 2, the lower the likely level of attainment at the end of KS2 • Pupils with no absence are 1.3 times more likely to achieve age expected or above, and 3.1 times more likely to achieve age expected or above, than pupils that missed 10-15% of all sessions 	5

Total budgeted cost: £129 710. 00

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.

Challenge Number	Detail of Challenge	Review 22/23
1	Attainment gap in children achieving greater depth particularly in writing	<p>Attainment of pupils working at greater depth in R/W/M at the end of KS2 is above national (+5.2%)</p> <p>Writing residential with Year 5 & 6 was successful and will continue next academic year (progress and attainment continues to be above LA and national averages in KS2)</p>
2	Pockets of low family engagement with children's learning	<p>Teacher and parent feedback from surveys suggests termly Pupil Premium conversations have been successful and all teachers would like to continue this provision. .</p> <p>Through our parent survey, we know that parents feel more involved with their child's experience and learning in school. Equity of experiences via the C.I.C.I. Kitchen, Forest School, educational visits, Pupil Passport and residential is recognised, appreciated and welcomed.</p>
3	Low uptake of clubs and enrichment activities amongst our disadvantaged pupils	<p>Parents have a better idea of enrichment activities and clubs that we have on offer at our school through parent conversations with their child's class teachers. Children have been directed to specific enrichment clubs following termly parent meetings.</p> <p>Teachers have been able to immediately action requests after meetings (signing pupils up for clubs and other enrichment activities through using our detailed provisions list)</p> <p>Reserved spaces for half term sports camp have been completely filled across the academic year.</p>
4	Progress of Pupil Premium recipients with SEND	<p>Teacher led Pupil Premium Parent conversations have enabled teachers to have a clearer understanding of pupils needs in relation Pupil Premium provisions and SEND provisions. (What the needs and barriers are for each individual child)</p>

		<p>Quality First teaching is targeted to ensure learning barriers are met in class and adapted resources are used accordingly.</p> <p>Planning for pupils is targeted to address barriers to learning.</p> <p>During monitoring, subject leaders and senior leaders have prioritised, tracked and monitored pupils with SEN/PP crossover. Immediate feedback has been given to class teachers and relevant members of staff who work with these children.</p>
5	Attendance and punctuality of a small group of PP children.	<p>Attendance officer and EWO have worked together to closely track and monitor a small group of PP children.</p> <p>Individual families were targeted for support</p> <p>Attendance and persistence absence has improved in the 21/22 academic year (compared to the previous year)</p> <p>There is minimal difference in the attendance of those children eligible for pupil premium and those not</p>