

Pupil premium strategy statement

Federation of St Alphege Schools

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data	
	Inf	Jun
Number of pupils in school	220	284
Proportion (%) of pupil premium eligible pupils	6.8% (15)	7% (20)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 (Year 2 of strategy)	
Date this statement was published		
Date on which it will be reviewed		
Statement authorised by		
Pupil premium lead	S Wilkinson	
Governor / Trustee lead	J McDermott	

Funding overview

Detail	Amount	
	Inf	Jun
Pupil premium funding allocation this academic year	£25,595	£31,815
Recovery premium funding allocation this academic year	x	x
Pupil premium (and recovery premium) funding carried forward from previous years	x	x
Total budget for this academic year	£57,410	

Part A: Pupil premium strategy plan

Statement of intent

Across the Federation of St Alphege Schools, we want all of our children, irrespective of their background or the challenges they face, to make good progress and achieve high attainment across all subject areas. We will use our pupil premium grant to support disadvantaged children to achieve that goal.

We will also consider our most vulnerable pupils, such as those who have a social worker, and we will support their needs, regardless of whether they are disadvantaged or not.

We put high-quality teaching at the heart of our approach, because this is proven to have the greatest impact on closing the disadvantage attainment gap as well as benefiting all children in our school. All staff are clear on their responsibilities for this disadvantaged group and have ambition for all children.

Our strategy is also integral to wider school plans for education recovery for pupils whose education has been worst affected, including non-disadvantaged pupils. We want all our children to recover from school closures and the wider impact of Covid-19.

We recognise that strong pastoral care is an important 'active ingredient' in addressing educational disadvantage.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

This strategy is part of our whole school culture and ethos best summed up by our inclusive Christian School Vision of ***Jesus said 'Let the children come to me, and do not stop them, because the Kingdom of Heaven belongs to such as these.'* Matthew 19 v 14.**

Challenges

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

Challenge number	Detail of challenge
1	Assessments in core subjects indicate that attainment for our disadvantaged children is lower than for non-disadvantaged children overall. CPD and a more ambitious, cohesive and progressive curriculum offer across all Key Stages will provide a consistent approach and to enhance outcomes for our children.

	<p>2022-23 so far:</p> <ul style="list-style-type: none"> - further phonics training for staff is a priority to ensure LW is being implemented effectively - assessment of need at KS2 to identify those children who did not meet ARE for the PSC by the end of KS1 will inform intervention/catch-up programme - the phonics lead will lead workshops for parents to promote engagement/support at home - a revised curriculum map from YN – Y6 is near completion and is being applied, monitored and evaluated through a whole-school monitoring and evaluation approach and promotes high expectations for knowledge, skills and understanding and more to develop the use of context-specific writing across the curriculum
2	<p>Observations, punctuality and attendance data shows that a significant number of our children require additional support with their mental health and well-being. The profile of some of our disadvantaged children means that they are arriving at school managing complex emotions: sometimes in response to traumatic experiences or DV. This impacts their learning as they are often unable to self-regulate their emotions effectively and/or do not have the resilience to face challenges within their learning. In other cases, some children arrive in school not having eaten breakfast that morning which inhibits their ability to learn effectively.</p> <p>2022-23 so far:</p> <ul style="list-style-type: none"> - pastoral team comprising of SENDCo, FSW, Mental Health Lead and Counsellor continue to support those children with needs around mental health and well-being. A qualified Play Therapist has been in place at the infant school which has become a welcome addition to the pastoral team at the junior school this year to support those children identified through Early Concern profiling and/or safeguarding concerns raised
3	<p>Observations and discussions with children and families indicate that some of our disadvantaged children have fewer enriching life experiences (leading to a lack of stimulus for learning and difficulties in making links in learning). Anecdotally, some do not often venture outside of their immediate locality.</p> <p>2022-23 so far:</p> <ul style="list-style-type: none"> - detailed profiling of children at individual level has identified provision which could be funded to enhance the opportunities presented to learners identified as disadvantaged (music lessons, after-school clubs etc)
4	<p>Assessment and observation indicate that many of our disadvantaged learners have relatively low levels of language skills, particularly word acquisition and comprehension. This impacts attainment outcomes for these children as the demands of the National Curriculum are such that understanding and use of ambitious vocabulary and understanding of such language are key.</p> <p>2022-23 so far:</p> <ul style="list-style-type: none"> - children of concern have been assessed on Language Link and interventions will follow to address areas of weakness - continued work to embed revised curriculum map with evaluation and review cycle established to implement adaptations to enhance the curriculum offer (texts matched to topics and key concepts identified and taught across all key stages to demonstrate progression)
5	<p>Analysis of data and observations indicate that attendance and punctuality issues can present a barrier to learning for some of our disadvantaged children. Most often, this is as a result of the SEMH needs that these children have which make them very anxious and hence reluctant to come into school. The administration, pastoral and safeguarding teams work with families to actively engage them in approaches to encourage higher levels of attendance, referring to external agencies for advice and support as necessary. Previously, having a named key adult for such children on site consistently has been problematic due to staff absence during the pandemic.</p>

	<p>2022-23 so far:</p> <ul style="list-style-type: none"> - identification of the most appropriate key adult for those children whose attendance presents a barrier to learning <p>Infants:</p> <ul style="list-style-type: none"> - Attendance PP pupils Sept 2022 to date 93.9% compared to 87.96% in the academic year 2021/22 <p>Juniors:</p> <ul style="list-style-type: none"> - Attendance PP pupils Sept 2022 to date 94.92% compared to 89.13% in the academic year 2021/22
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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
Improved reading and writing skills with all children able to make good progress.	<p>Phonics outcomes by the end of Y2 for disadvantaged children will be 66.7% (there is only 1 child in Y1 identifiable as PP and 3 children in Y2 who did not achieve ARE in PSC)</p> <p>Catch up programmes for phonics at KS1 and at KS2 will enable all children to make good progress.</p> <p>Data from Key Assessment Points, including EYFS, KS1 and KS2 will show attainment is in line with peers in school, with an increase in those achieving GD.</p>
Children will develop their skills in self-regulating their emotions and become more resilient in their learning.	<p>Observations of children, pupil and teacher interviews/profiling and reviews of these will demonstrate an improvement in pupils' perception of themselves and their learning outcomes.</p> <p>Analysis of attendance and punctuality data for this group will show improvement (90%+ attendance).</p> <p>Monitoring of pupil's work and analysis of assessment data will show children making good progress.</p>
Achieve and sustain improved wellbeing for all children, especially our disadvantaged children.	Outcomes of profiling interviews, analysis of club registers, observations and discussions demonstrate an increase in the number of disadvantaged children accessing extra-curricular activities (music lessons, after-school clubs for example).
Improved oral language and vocabulary among disadvantaged children.	Observations, assessments, book looks show improved oral language.
Improved attendance for all our children, especially our disadvantaged children.	<p>Analysis of attendance and punctuality data for this group will show improvement (90%+ attendance).</p> <p>% persistent absentees to reduce from 7 to 4 (infants). There was only 1 persistent absentee at the junior school last year so we would hope to maintain this or reduce this to 0.</p>
An ambitious longer term vision for all pupils (in particular those identified as	There is an evident and strong ethos of every child is expected to (is enabled to) achieve their potential.

vulnerable) is shared and implemented by all.	
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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: **£27,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Resources:</p> <p>Further development of CPD and associated learning resources (purchasing of books and associated resources) for staff delivering LW phonics at whole class level and catch up programmes (within KS1 and KS2).</p>	<p>A well delivered, structured and resourced phonics programme can have a good impact on pupil outcomes (+5 mths)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 4
<p>Match-funding:</p> <p>Support from English Hub to support provision for phonics and early reading across the schools through advice, support and funding.</p> <p>Release time for phonics and English lead.</p>	<p>A well delivered, structured and resourced phonics programme can have a good impact on pupil outcomes (+5 mths)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 4
<p>Small group intervention (phonics): Release time for phonics lead to train staff delivering LW phonics programme, including support staff.</p> <p>Additional time allocated for KS1 support staff to assess children who did not meet ARE requirements in PSC across the schools.</p> <p>Time allocated for trained staff to deliver catch up/intervention programme for LW phonics KS2.</p>	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>With support targeted at a group's specific needs, small group tuition is recognised to be effective. (+4 months)</p>	1, 4
<p>CPD:</p> <p>Release time for every member of staff to attend moderation of reading and writing.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Recommends that leaders focus on:</p> <ul style="list-style-type: none"> - mechanisms when designing and selecting professional development opportunities 	1, 4

Adaptive teaching methods.	<p>- ensuring that professional development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practise</p> <p>- implements professional development programmes with care, taking into consideration the context and needs of the school</p> <p>https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching</p> <p>Presents the reasoned view that adaptive teaching removes the 'glass ceiling' which can be placed upon groups of learners through the use of 'differentiation'.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£14,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1: 1 Tutoring	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Supports the view that appropriately targeted and implemented this activity can on average be very effective at improving pupil outcomes. (+5 mths)</p>	1, 2 and 4
<p>Tuition groups</p> <p>Targeted group tuition for maths to support learners, some of whom are classified as disadvantaged in Y4. (Outside of school hours.)</p> <p>Targeted small group tuition runs for groups of learners within school hours.</p>	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>With support targeted at a group's specific needs, small group tuition is recognised to be effective. (+4 months)</p>	1, 2 and 4
<p>Phonics – review provision and resources</p> <p>LW Catch up programme has been implemented in Y2</p> <p>Children in KS2 who did not meet phonics standard at KS1 to be assessed and intervention put in place for rapid catch up (LW).</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>A well delivered, structured and resourced phonics programme can have a good impact on pupil outcomes (+5 mths)</p>	4
<p>Oral language intervention</p> <p>Language Link assessment and intervention</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Supports the view that appropriately targeted, implemented and matched to a child's current stage</p>	1, 2 and 4

Monitoring and evaluation of effectiveness/impact of Book Talk	of development this activity can on average be very effective at improving pupil outcomes (+ 6 mths)	
Reading comprehension	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Reading is key to all learning but in particular to accessing the whole curriculum. An effective approach to reading comprehension can have a good impact on pupil outcomes (+6 mths)	1, 2 and 4
Vulnerable Children Register identifies and tracks the mental health and wellbeing of this group. Timely intervention (FSW and Mental Health Lead) to improve outcomes for disadvantaged learners and wider group identified as vulnerable.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel Indicates that social and emotional support can have a good impact upon pupil outcomes(4+mths).	2, 5

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

Budgeted cost: **£14,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
In school Play Therapist (juniors) and Counsellor (juniors)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel Indicates that social and emotional support can have a good impact upon pupil outcomes(4+mths).	2 and 5
Enrichment – supporting of trips, clubs and music lessons	https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf The home learning environment play a key role in the development of skills that determine school attainment. Children impacted by socio economic disadvantage are less likely to experience a rich home learning environment.	3
Detailed profiling of each child identified as disadvantaged (1:1) and in liaison with teaching staff to identify perceived barriers to learning, successes and to present a further key person to personal networks of	https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf	1, 2, 3, 4

<p>learners who are disadvantaged and carry a safeguarding profile in particular.</p>	<p>Recommends building an ongoing, holistic understanding of pupils and their needs. A significant number of PP learners are also on the SEND register (20% Infants and 45% Juniors – reflects that a significant number of learners with SEND needs are identified post KS1). We recognise that this approach is reflective of all learners and not just those identified with SEND.</p>	
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Total budgeted cost: £57,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data for 2020-21 indicates that outcomes for disadvantaged learners was below that of that of non-disadvantaged learners across both Key Stages 1 and 2. However, it is noteworthy that with such small numbers of children classified as generating pupil premium funding at these key assessment points, the data can be misleading (3 children in Y2 and 5 children in Y6). This data set presents that, with the exception of writing, disadvantaged learners at St Alphege outperformed disadvantaged learners nationally. This pattern is also reflected within data at KS2 where disadvantaged learners at St Alphege exceed or perform broadly in line with the attainment of their peers at a national level, with the exception of writing.

Comparison to the previous year (2020-21) shows:

- an increase in the proportion of disadvantaged learners achieving EXS+ at KS1 for Reading and Maths. There was a decrease in the number of disadvantaged learners achieving EXS+ for writing at KS1.
- a small decrease in the proportion of disadvantaged learners achieving EXS+ at KS2 for Reading; an increase in the proportion of disadvantaged learners achieving EXS+ in Maths; and a decrease in the proportion of disadvantaged learners achieving EXS+ at KS2 for Writing.

KS1 Outcomes compared to (national average):

	Reading EXS+ (2021) 6 pupils	Reading EXS+ (2022) 3 pupils	Writing EXS+ (2021) 6 pupils	Writing EXS+ (2022) 3 pupils	Maths EXS+ (2021) 6 pupils	Maths EXS+ (2022) 3 pupils
Disadvantaged pupils at St Alphege	50% (51%)	67% (51%)	67% (42%)	33% (41%)	33% (52%)	67% (52%)
Non-disadvantaged pupils at St Alphege	80%	85%	75%	81%	82%	83%

KS2 Outcomes compared to (national average):

	Reading EXS+ (2021) 5 pupils	Reading EXS+ (2022) 5 pupils	Writing EXS+ (2021) 5 pupils	Writing EXS+ (2022) 5 pupils	Maths EXS+ (2021) 5 pupils	Maths EXS+ (2022) 5 pupils
Disadvantaged pupils at St Alphege	67% (64%)	60% (62%)	67% (55%)	20% (55%)	33% (58%)	60% (56%)
Non-disadvantaged pupils at St Alphege	91%	94%	75%	84%	77%	84%

This summary table shows that disadvantaged pupils underperform when compared to non-disadvantaged pupils at each assessment point across all key stages. However, the small number of pupils identifiable as disadvantaged accounts for significant percentage values and can be misleading.

Assessment Point	Disadvantaged Pupils	Non-disadvantaged Pupils
EYFS GLD (1 pupil)	0%	72%
Year 1 PSC (5 pupils)	40%	75%
KS1 R, W, M combined (3 pupils)	33%	70.7%
KS2 R, W, M combined (5 pupils)	20%	64.2%

In 2021-22, we observed that more children presented with SEMH needs including anxiety and attachment disorders and, as a result, Pupil Premium funding was utilised to provide directed support from the pastoral team which will need to be continued moving into the academic year 2022-23. This included support for families from FSW, Mental Health Lead and a play therapist (infants) and counsellor (juniors).

In Key Stage 1, the LW phonics programme was launched, resources purchased and all staff completed an extensive training programme to inform their teaching practice in phonics. This continues to be evaluated and further monitoring, evaluation and action points will be applied this academic year. A qualified play therapist supported some children with SEMH needs also carrying a disadvantaged profile.

In Key Stage 2, an extensive catch-up programme was offered in the context of small group tuition opportunities (outside of school hours) to address missed learning from the Covid-19 pandemic lockdowns. All learners identified as disadvantaged were placed within these groups with a focus on Reading and Mathematics. This was funded using recovery premium funding and pupil premium funding. Whilst we observed anecdotal evidence of progress academically and in the confidence of some disadvantaged learners, this was not reflected within quantifiable, formal assessments.

Externally provided programmes

Programme	Provider
Times tables Rock Stars	TT Rockstars
Phonics and early reading support	English Hub
Attendance and welfare	CSAW

Further information (optional)

Additional activity

Our Pupil Premium Strategy will be supplemented by additional activity that is not being funded by the PPG funding. This will include:

- using the English Hub match-funding grant to fund further support, resources and training for the teaching of phonics and early reading.
- pupil progress conversations will be further established each term to identify and rapidly address any challenges – both at pupil and whole class level.
- SENDCo meets with staff to support staff in identifying need, signposting appropriate strategies and resources and escalating early concerns as necessary. A significant proportion of our disadvantaged group also carry a SEND profile.
- use of existing support staff to support children with SEMH needs. (Catch up/pre teach/further SEMH support following soft start to their day for example.)