



Aldbury CE Primary and Nursery School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Aldbury CE Primary and Nursery School
Number of pupils in school	110
Proportion (%) of pupil premium eligible pupils	11 pupils 10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 To be reviewed annually
Date this statement was published	27 th September 2021
Date on which it will be reviewed	July 2023
Statement authorised by	Natasha Chiswell
Pupil premium lead	Rebecca Rothwell
Governor / Trustee lead	Leigh Bradbury

Funding overview

Detail	Amount
--------	--------

Pupil premium funding allocation this academic year	£17,950 6 x FSM (4 from Sept 2022 as 2 going to secondary) 4 x Post-LAC
Recovery premium funding allocation this academic year	£1015 £472 National tutoring fund
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,418
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	£24,855

Part A: Pupil premium strategy plan

Statement of intent

Common barriers to learning for our disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, a lack of resilience, low self-esteem, weaker literacy skills, lack of wider opportunities and life experiences. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ For all disadvantaged pupils to become independent, resilient citizens, fully prepared for the next stage in their education
- ✓ For all of our disadvantaged children and families to feel supported to ensure that they have positive mental health and wellbeing and to enable them to access learning at an appropriate level.

We aim to do this through:

- Providing 1-1 support – pastoral and academic where necessary
- Ensuring that all of our work through the pupil premium is aimed at ensuring children progress through our curriculum
- Targeting individuals or small groups with additional learning support based on their needs.
- Supporting families through payment for activities, resources, educational visits and residentials, therefore ensuring that children have first-hand experiences to use in their learning in the classroom
- Providing behaviour support where needed
- Tracking and supporting families with attendance
- Empowering parents to support their children at home through effective modelling
- Working with external agencies to support individuals

- Ensuring smooth transitions between key stages

Key Principles for our strategy

- We are committed to raising the achievement of all pupils.
- We know that great teaching and careful planning can make a difference to the outcome of our disadvantaged pupils.
- We never confuse eligible pupils with low ability and strive to ‘bring out the best’ in this group of pupils and support them to achieve the highest levels.
- We create an overall package of support aimed to tackle the range of barriers including; attendance, behaviour, external factors, professional development focussing on improving outcomes for eligible pupils, improving the quality of teaching and learning, language acquisition, parental engagement, opportunities for first hand experiences and development of English and Mathematics skills.
- We take an evidence-informed approach to our Pupil Premium spending.
- We use assessment systems to track pupils and identify those who are under-achieving. This enables us to look at reasons for under-achievement (barriers) and put in place measures to address them.
- We direct resources and interventions to accelerate progress of eligible pupils and close the attainment gap compared to their peers.
- We use data to carefully track the impact of targeted spending (interventions, projects or pedagogy) on attainment and progress of eligible pupils.

Challenges

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

Challenge number	Detail of challenge
1	Empowering parents to support their children at home

2	Opportunities to deepen learning across our curriculum
3	A lack of rich and varied experiences so their knowledge of the world and vocabulary acquisition is limited
4	Complex Family Situations and as a result a lack of self-confidence, self esteem and growth mindset
5	Pupils not progressing through the curriculum of the core subjects as expected

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
To improve Language and Communication skills which will therefore feed into areas of the curriculum such as English	<ul style="list-style-type: none"> - Evidence in Books shows improved vocabulary in their writing - Children's progress in writing on track/accelerated - Well Comm assessments show progress from baselines - Children's ability to participate in class discussions is noted in lesson walks - When asked to define vocabulary being learnt in lessons, Pupil Premium children are able to do this confidently
For Pupils to progress through our reading, writing and maths curriculum	<ul style="list-style-type: none"> - AM7 Data shows that children have made expected or better progress - Intervention Records show progress - Improved scores on baseline assessments - Evidence in Books shows clear progress
To deepen the knowledge and skills of pupils that are currently progressing well through the curriculum.	<ul style="list-style-type: none"> - AM7 data shows that targeted pupils have reached Greater Depth - Children have made expected or better progress across Key stage 2
Vast majority of parents of our disadvantaged pupils are engaged and support their child with their home learning	<ul style="list-style-type: none"> - Parent survey shows pupils know how to support their children - Children completing their home learning and work set from interventions on a regular basis - Pupils make accelerated progress in their interventions - Progress is seen in their work in class

For our disadvantaged children to feel a high level of self efficacy and therefore feel empowered to achieve anything	<ul style="list-style-type: none"> - Pupil voice shows children know how to tackle challenges - Pupil wellbeing survey shows children feel supported and able to access learning - Zones of Regulation shows less blues - Monitoring shows pupils are tackling challenges in lessons and participating fully in lessons - PPG Pupils are making at least or accelerated progress
---	---

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: £7,664

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact 2021-2022	Impact 2022-2023
Experienced MPS6 SENCO recently trained as Specialist Dyslexia teacher recruited to deliver targeted focus work to Y6 writers to feed into classwork. Carried out in Autumn term 2021. Specialist teacher leaving end of summer 2022	EEF (+4) Small group tuition has shown an average improvement of 4 months Teacher is experienced and therefore quality is good and effective feedback will be given and progress monitored.	5	Partially Met Progress evident in books. July 2021: Child 1: B4 Child 2: B6 July 2022: Working below in writing but progress seen in books during moderation. Objectives were tracked- progress seen on objectives worked on in sessions. One child was reluctant to commit to tutoring sessions as didn't like being singled out. Underlying difficulties affect this- case study to be produced.	

<p>Experienced MPS6 SENCO recently trained as Specialist Dyslexia teacher recruited to allow Year One cohort to be taught in a smaller group size in order to have a personalised curriculum</p> <p>(Spring and Summer term 2022 £4,404)</p>	<p>EEF(+3)</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p> <p>We have evaluated our Year1 cohort and a small group require a personalised curriculum building on Reception to Year One</p>	<p>1, 3, 5</p>	<p>Met</p> <p>Children supported are now accessing the Year one curriculum and have met their Early Learning Goals. They are now back in the classroom with the rest of the cohort.</p> <p>CAPPS Data:</p> <p>Child 4</p> <p>Autumn data:</p> <p>Writing: Phase 7 ELG expected 3 out of 10</p> <p>Reading: Phase 5 ELG emerging 8 out of 10</p> <p>Maths: Phase 8 ELG expected 3 out of 10</p> <p>Summer data:</p> <p>Writing: Phase 10 ELG exceeding 8 out of 10</p> <p>Reading: Phase 11 Year 1 Entry Level 1 5 out of 10</p> <p>Maths: Phase 10 ELG exceeding 8 out of 10</p> <p>Child 3 has now moved from ELG emerging to working towards the end of Year 1 ARE and is accessing reading books within the Year 1 curriculum.</p>	
--	---	----------------	---	--

			Spring Jarv report quote: "This intervention is highly effective".	
<p>Changes made to the way teachers feedback - misconceptions addressed through supported group work and/or whole class teaching rather than written comments</p> <p>No cost</p>	<p>EEF (+6)</p> <p>Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p>	5, 2	<p>Met:</p> <p>Jarv report: Pupils very clear about how teachers feedback. Books showed evidence of the marking policy being followed. Children have commented on how the marking policy supports them in improving their writing.</p> <p>JARV summary: "The teachers check pupils' understanding systematically, identifying misconceptions accurately and providing clear direct feedback."</p> <p>Group work/support feedback from HIP visit June 2022:</p>	
<p>CPD in place to support Quality First teaching with a particular focus on Metacognition and self-regulation especially in writing.</p> <p>£1500</p>	<p>EEF (+7)</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p>	5, 2 and 4	<p>Met</p> <p>Metacognition: Hexagons for pupil ownership of writing are in place in each classroom - when asked, children can identify where they are and what needs to be improved in their writing and can talk through this. Children know</p>	

	PPG Tiered approach - Quality First teaching key focus		<p>what their next steps are and on learning walks teachers in Early Years were talking constantly about next steps and celebrated these with pupils.</p> <p>Teachers and TAs have had training in dyslexia and as a result effective scaffolds and support have been seen in place in the classroom.</p> <p>Attachment and trauma training: in professional dialogue teachers and TAs are showing that they're putting the training in practice, e.g. one colleague stated (when talking about a pupil), "this will be an ACE for that child". Staff are aware of children's mental health and check in with them.</p> <p>Pupil voice: "Teachers look after you and check in with you to make sure you're okay."</p> <p>"Teachers help you but they make sure you can be independent."</p>	
Experienced teacher employed to allow for CPD and Assessment and Monitoring of Pupils (reading fluency, phonics, SOS Spelling) £1760	PPG Tiered Approach Quality First Teaching - this time allows for teachers to develop their CPD and also to carry out termly evaluations of how their disadvantaged pupils are performing (pupil progress meetings and planning and		<p>Met</p> <p>The cover has enabled thorough pupil progress meetings for leaders to determine gaps and next steps in every class.</p> <p>Teachers are upskilled to support those that are transitioning into class</p>	

	assessment time) and the next steps.		<p>following a personalised curriculum. Training in Reading fluency and SEND and EAL.</p> <p>Impact:</p> <p>Teacher has used strategies from Reading fluency to whole class as a result progress has been seen in reading in pupils in the class:</p> <p>Child 3: passed phonics screening Score: 32/40</p> <p>Score in February 2021: 20/40 (stopped early)</p> <p>Book band tracking: End of Autumn 1- Rigby books not within the reading scheme Pink B and working on phase 2 phonics. Summer 2022 Turquoise End of phase 5 phonics.</p> <p>Child 4: One away from passing phonics screening check 31/40 - didn't sit the phonics test in Feb as phonics skills not embedded so good progress seen.</p> <p>Book band tracking: End of Autumn 1 - Rigby books not within the reading scheme Pink B and working on phase 2 phonics. Class reading Blue Phase 4 phonics.</p>	
--	--------------------------------------	--	--	--

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

Budgeted cost: £7,611

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact 2021-2022	Impact 2022-2023																					
<p>Experienced TA to deliver evidence based phonics and writing intervention (FFT) with key children in Year 1</p> <p>CR 6 hours a week £3611</p>	<p>(EEF +5) Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>(EEF +5) On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p>	5 and 1	<p>Met</p> <p>FFT scores: Child 4:</p> <table><tr><td></td><td>Aut</td><td>Summer 22</td></tr><tr><td>Letter recog</td><td>46/57</td><td>57/57</td></tr><tr><td>Und. about print</td><td>6/17</td><td>15/17</td></tr><tr><td>High Frequency words</td><td>12/45</td><td>38/45</td></tr><tr><td>Writing words</td><td>3/35</td><td>24/35</td></tr><tr><td>Recording phonemes</td><td>9/55</td><td>45/55</td></tr><tr><td>Book levels</td><td>Pink A L1</td><td>Blue L11</td></tr></table> <p>One away from passing phonics screening test 31/40</p>		Aut	Summer 22	Letter recog	46/57	57/57	Und. about print	6/17	15/17	High Frequency words	12/45	38/45	Writing words	3/35	24/35	Recording phonemes	9/55	45/55	Book levels	Pink A L1	Blue L11	
	Aut	Summer 22																							
Letter recog	46/57	57/57																							
Und. about print	6/17	15/17																							
High Frequency words	12/45	38/45																							
Writing words	3/35	24/35																							
Recording phonemes	9/55	45/55																							
Book levels	Pink A L1	Blue L11																							

Inclusion Coordinator to deliver Interventions with key children - FFT, Echo reading, Stretch and Challenge BR £2000 (Summer term) KR £2000 to April	(EEF +5) Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF +5) On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	1 and 5	Child 3: <table><tr><td></td><td>Aut</td><td>Summer 22</td></tr><tr><td>Letter recog</td><td>54/57</td><td>57/57</td></tr><tr><td>Und. about print</td><td>11/17</td><td>16/17</td></tr><tr><td>High Frequency words</td><td>18/45</td><td>40/45</td></tr><tr><td>Writing words</td><td>12/35</td><td>27/35</td></tr><tr><td>Recording phonemes</td><td>35/55</td><td>47/55</td></tr><tr><td>Book levels</td><td>Pink A L1</td><td>Green L13</td></tr></table>		Aut	Summer 22	Letter recog	54/57	57/57	Und. about print	11/17	16/17	High Frequency words	18/45	40/45	Writing words	12/35	27/35	Recording phonemes	35/55	47/55	Book levels	Pink A L1	Green L13	
		Aut	Summer 22																						
Letter recog	54/57	57/57																							
Und. about print	11/17	16/17																							
High Frequency words	18/45	40/45																							
Writing words	12/35	27/35																							
Recording phonemes	35/55	47/55																							
Book levels	Pink A L1	Green L13																							
	(EEF +5) On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. (EEF +6) Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	2	Passed phonics screening test 32/40 Worked with Child 5 to stretch and challenge in reading - using echo reading. Impact: Pupil has met Greater Depth standard in Reading at end of KS1.																						

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

Budgeted cost: £ 7,622

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact 2021-2022	Impact 2022-2023
<p>CPD and support for staff to provide nurture support for Draw and Talk, Protective Behaviours, My Hidden Chimp, Zones of Regulation), facilitating appropriate therapy for individuals, signposting appropriate support £2000 £1000 therapy</p>	<p>(EEF +4) Social Emotional Learning Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Previous case studies have shown that the therapeutic support we have put in place has had a positive impact on these children</p>	4 and 1	<p>Met</p> <p>Both pupils regulate well at school. Progress has been evident in their work as a result of support in place..</p> <p>Child 1 SDQ scores: At beginning of year: Emotional problems score = 6 Peer problems = 4</p> <p>At end of year: Emotional problems score = 1 Peer problems = 0</p> <p>Recent review from external therapy support was positive which showed the impact of the support given. Parent quote: "Child 1 is much better at home, we talk more, he doesn't shout anymore, he's easier to live with." Impact seen at school as the pupil has more positive friendships.</p>	

			<p>Child 1: "The support has helped me have strategies to make me calmer and I'm better with my friends"</p> <p>Transition support has also been put in place. CEO of local secondary school visits weekly to meet Child 1 and 2.</p> <p>PPG Review: "Strategies to manage aggression and anger difficulties led to significant improvement in the pupils' ability to concentrate and learn in school."</p>	
<p>Purchase web based programs and subscriptions to be used in school and at home.</p> <ul style="list-style-type: none"> • My Maths • Education City • TT Rock Stars • SPaG.com • Clicker <p>£682</p>	<p>EEF (+4) Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>EEF guide to pupil premium – targeted academic support</p> <p>EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice. Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.</p>	1,2 and 5	<p>Not Met</p> <p>Subject leader and class teachers not making full use of the technology available. Good uptake at the beginning of the year but this decreased over time.</p> <p>My maths and Spag.com used during covid and as a homework tool - impact not seen as measure tool not in place.</p> <p>Education City subscription has not been renewed after discussion with teachers (cost was £700).</p> <p>Review Autumn 1</p>	

<p>To provide children with a range of opportunities that enrich their learning experience and help to develop self esteem and self efficacy</p> <p>Cultural capital experiences promoted in the curriculum and outside of school.</p> <p>Reduction in cost of trips for PP</p> <p>Residential trip cost is greatly reduced for PP</p> <p>Sports events promoted to PP are encouraged to attend</p> <p>Sports, music and drama clubs</p> <p>Resources to support learning</p> <p>Book in a Box</p> <p>£3940</p>	<p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>EEF (+1) – Physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p>(EEF + 3) - Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p>	<p>1, 2, 3, 4 and 5</p>	<p>Met</p> <p>Examples of money spent and impact:</p> <p>Child 5 and 6:</p> <p>Whipsnade zoo membership. Impact: Pupil voice: “I like the lemurs and love the farm. We go as a family and Mummy reads the signs.”</p> <p>“I like going to the zoo because it makes me feel calm. I love seeing the penguins and we all have fun together.”</p> <p>Drama club Impact: “I enjoyed the drama sessions. They were fun.</p> <p>Twinkl membership, homework books to support at home, resources such as chute cards. Impact: Both children are meeting the expectations of our curriculum.</p> <p>Child 3: Chrome book. Impact: Child is engaged at school and has made progress through our curriculum.</p> <p>Child 4 and 7: Swimming lessons. Impact: pupil and parent voice: “We learn new skills. I am moving my arms and legs better and kicking more and I listen more.</p>	
---	---	-------------------------	--	--

			<p>I enjoy my swimming lessons. I've got better at turning and jumping and doing stars by a teacher who helped me."</p> <p>Child 2: Membership to local football club and boots and kit. Impact: Child 2 no longer gets frustrated and angry in school football. He states that he enjoys going to the sessions and wants his membership to continue when moving to secondary (PPG coordinator has arranged for this to be put in place with secondary school).</p> <p>PPG review: "Leaders go above and beyond in developing relationships with families including in supporting families throughout a process or project".</p>	
<p>To provide guidance to parents so that they feel that they can support their child's learning and wellbeing at home</p> <ul style="list-style-type: none"> - Parent workshops related to curriculum on 	<p>(EEF +4 months)</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; 	1,2, 3, 4 & 5	<p>Met</p> <p>Good engagement from families in receipt of the PPG. Parents working with their pupils at home to support school interventions.</p> <p>Child 2: see therapy review impact above.</p>	

<p>how to support at home</p> <ul style="list-style-type: none"> - Staff, parent and child online safety training (£350) - Supporting parents to work alongside the interventions so they can support at home - Liaison with external agencies - Use of Zones at home etc. 	<ul style="list-style-type: none"> • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. 		<p>Email from parent: We really appreciate Mrs Rothwell's efforts in finding creative and imaginative ways to support ?'s learning through his pupil premium.</p> <p>? 's needs are nuanced and complex so the pupil premium has enabled us to find different ways to encourage ? to engage with schoolwork and school life, including providing ? with a subscription to The Week Junior and a Chromebook for homework.</p> <p>We have also definitely noticed an improvement in ?'s engagement with learning through the additional support sessions and one-to-one activities that the pupil premium has provided.</p> <p>? continues to find school very challenging and the opportunity for us to consult with Mrs Rothwell on how to spend the pupil premium to support ? there has been very welcome indeed.</p> <p>PPG review: "Leaders go above and beyond in developing relationships with families including in supporting families throughout a process or project".</p>	
--	---	--	--	--

<p>Provide every year group with half a term of Forest school with a focus on Speech, Language and Communication needs identified in WellComm assessments</p> <p>(Cost covered in catch up (wellcomm) and other budget allocation)</p>	<p>(EEF +6)</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum (Wellcomm).</p>	<p>3 & 5</p>	<p>Met</p> <p>Forest school floorbooks with PPG pupil evidence.</p> <p>Pupil voice:</p> <p>Wellcomm assessment scores for child 3 and 4:</p>	
--	---	------------------	--	--

Current projected Total budgeted cost: £22,897 (July 2022)

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Other strategies that we are using that do not depend on Pupil Premium funding are:

Transition support: Y6 disadvantaged pupils meeting with the Head of the local Academy to discuss and ask questions about their secondary school.

Sourcing equipment for children to participate in sports - football boots, socks and shin pads.

Time to Talk speech and language and wellcomm support in the Early Years.

SOS Spelling.

Planning support - Early Years experienced Teacher with ECT