

# Pupil premium strategy statement Alumwell Junior 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   | 360             |
| Proportion (%) of pupil premium eligible pupils  | 55%             |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2024-2027       |
| Date this statement was published  | November 24     |
| Date on which it will be reviewed  | October 25      |
| Statement authorised by  | L Upton/ K Boam |
| Pupil premium lead   | L Upton/ K Boam |
| Governor / Trustee lead  | R Roberts       |

## Funding overview

| Detail   | Amount    |
|--|-----------|
| Pupil premium funding allocation this academic year  | £ 298,455 |
| Recovery premium funding allocation this academic year<br><i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>              | £0        |
| Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  | £0        |
| <b>Total budget for this academic year</b><br><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> | £ 298,455 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Alumwell we strive to achieve the very best outcomes for all children and remove barriers that can prevent disadvantaged pupils from reaching their full potential. We provide as many chances and opportunities as possible to enable our pupils to develop their skills and knowledge needed to be excited by their learning and become happy, successful learners. We closely track how well disadvantaged children are achieving in comparison to their peers in order to close the gap.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Pupils have had limited experiences beyond their home life and immediate community resulting in a restrictive awareness of life choices, social skills and aspirations. |
| 2                | Reading and writing skills and limited vocabulary are particularly poor resulting in low attainment slow progress rates by pupil premium children.                      |
| 3                | Early number and reasoning skills are particularly poor leading to low attainment in mathematics.   |
| 4                | Emotional and social difficulties impact on some disadvantaged pupils' ability to focus on learning activities and sustain that focus.                                  |

## 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 writing attainment among disadvantaged pupils.  | Disadvantaged pupils show a measurable improvement in writing assessments at the end of KS2.<br>The gap in writing scores between disadvantaged pupils and their non-disadvantaged peers decreases from baseline data.   |
| Improved reading attainment among disadvantaged pupils.  | Disadvantaged pupils show a measurable improvement in reading assessments at the end of KS2.<br>The gap in reading scores between disadvantaged pupils and their non-disadvantaged peers decreases from baseline data.   |
| Improved mathematics attainment for disadvantaged pupils at the end of KS2.  | Disadvantaged pupils show a measurable improvement in maths assessments at the end of KS2.<br>The gap in maths scores between disadvantaged pupils and their non-disadvantaged peers decreases from baseline data.   |
| To achieve and sustain improved wellbeing and self regulation for all pupils in our school, particularly our disadvantaged pupils. | Wellbeing and self-regulation have been strongly promoted and supported throughout the 2023/24 academic year and is evident in: <ul style="list-style-type: none"> <li>• qualitative data from parent discussions and teacher observations</li> <li>• quantitative data from student surveys</li> <li>• a reduction in behaviour and school concern incidents</li> </ul> |
| Develop independent learning skills and pupil participation as pupils manage their own learning.                                   | Qualitative and quantitatively data from TA from Teaching Assistant interventions<br>TLAC observations   |

## 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: £5,000

| Activity   | Evidence that supports this approach                                       | Challenge number(s) addressed |
|--|--|-------------------------------|
| Training and support to further develop TLAC Strategies across English and Mathematics | EEF Guidance Report / <a href="#">Improving mathematics in KS2 and KS3</a> | 3                             |

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

Budgeted cost: £179,92

| Activity                  | Evidence that supports this approach  | Challenge number(s) addressed |
|---------------------------|---|-------------------------------|
| Social Mentor             | EEF Guidance Report / Learning Behaviours / <a href="#">Improving Social and Emotional Learning in Primary Schools</a>  | 1, 4                          |
| Teaching Assistants       | EEF Guidance Report / <a href="#">Making the best use of Teaching Assistants</a>  | 3, 4, 4                       |
| Teachers for Intervention | EEF Guidance Report <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a> | 2, 3                          |

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

Budgeted cost: £113,534

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Parent Support Worker  | EEF Guidance Report / <a href="#">Working with parents to support children's learning</a>   | 1                             |
| Additional SEND day to run an inclusion team   | EEF Guidance Report / <a href="#">SEND in mainstream schools</a>  | 1, 3, 4                       |
| Play Therapy   | EEF Guidance Report / Learning Behaviours / <a href="#">Improving Social and Emotional Learning in Primary Schools</a><br><br>DFE November 2018<br><a href="#">Mental Health and Behaviour in schools</a> | 1, 4                          |
| Forest School delivery and resources   | EEF Guidance Report / Learning Behaviours / <a href="#">Improving Social and Emotional Learning in Primary Schools</a>  | 1, 4                          |
| Music Support  |   | 1, 4                          |
| Extra-Curricular Support<br>Enrichment activities, Outdoor Learning, Educational Visits<br>Subsidies, After School clubs |   | 1, 4                          |

**Total budgeted cost: £ 298,455**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*End of Key Stage standardised scores show that in reading 67% of PP pupils achieved age related expectations or higher compared to 72% of non PP pupils who achieved age related expectations or higher*

*End of Key Stage standardised scores show that in writing 38% of PP pupils achieved age related expectations or higher compared to 56% of non PP pupils who achieved age related expectations or higher*

*End of Key Stage standardised scores show that in mathematics 67% of PP pupils achieved age related expectations or higher compared to 89% of non PP pupils who achieved age related expectations or higher*

### 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 |
|-----------|----------|
|           |          |
|           |          |