

## 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	Aldborough Primary School, Norfolk
Number of pupils in school	127
Proportion (%) of pupil premium eligible pupils	16.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/24
Date this statement was published	23.11.21
Date on which it will be reviewed	24.3.22
Statement authorised by	
Pupil premium lead	Helen Bearman
Governor / Trustee lead	tbc

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,485 +£7,035 (PLAC)
Recovery premium funding allocation this academic year	£1160 x2
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 26,840

# Part A: Pupil premium strategy plan

## Statement of intent

### Our School Vision

- To enable all young people to develop and achieve their full potential, regardless of background or barrier.
- To develop a love of lifelong learning, specifically reading for pleasure, fostering enjoyment in coming to school.
- To encourage all pupils to be resilient, responding positively to challenge, developing a 'can do' approach to life.
- To support social and emotional understanding, enabling children to develop caring, respectful relationships.
- To broaden the experiences of disadvantaged children.
- To identify all possible barriers to children's learning, taking swift action to support and remove the barriers.
- To systematically track progress and attainment of pupils eligible for funding, reviewing the impact of actions to ensure that they are appropriate.
- To ensure that the attainment gap between our small group of disadvantaged children and non-disadvantaged children is diminished.

### Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring a 'quality first' teaching approach in every class
- To do everything we can to close the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, mental health and adverse childhood experiences/trauma
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

## Challenges

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

Challenge number	Detail of challenge
1	Some pupils have social and emotional issues which impact on their well-being. They are, therefore, not always emotionally ready for learning and focusing in lessons.
2	Limited vocabulary and poor speech and language skills impact on learning, (particularly reading) gaps in prior knowledge, and results in children not yet working at expected levels for their age.
3	Lack of regular routines including those which give a settled start to the school day and those which support home reading and having the correct equipment in school.
4	Not all children are reaching age related expectations in core subjects and some children could be challenged to reach greater depth
5	Attendance and punctuality of these pupils is not always in line with their peers.

## 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
Pupils' can access learning in class because their emotional and self-esteem needs are met. Pupils are ready to learn in class without the need for intervention to ensure they are organised and on task. They can focus on learning and achieving knowing that their emotional worries and concerns are listened to and that they are supported effectively.	All children accessing the curriculum whilst demonstrating excellent behaviour for learning. Learning behaviour monitored through SLT and MLT and pupil voice.
Recover from the impact of COVID-19 by accelerating pupil progress and ensuring pupils are provided with the relevant teaching and learning resources to enable them to return to expected levels and make good progress in line with their peers.	Progress data, book looks, learning walks and statutory test results being in line with national and local averages of children attaining Age Related Expectations.
Gaps in learning (specifically reading) are identified and targeted teaching/intervention support teaching to	Progress data, book looks, learning walks and statutory test results being in line with

those gaps. Formative assessment will show gaps being addressed.	national and local averages of children attaining Age Related Expectations.
Breakfast Club utilised to support wraparound care, provide nourishment before learning and support attendance.	Reduction in children arriving late and improved attendance records. Pupils have the opportunity to eat a healthy breakfast prior to the start of the day and to interact positively with their peers.

## 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: £4985

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA (Emotional Literacy) Training x 1 TA	The EEF states that training staff who deliver small group support is likely to increase impact. £400	1 leading to improvement in 2 and 4
Recruitment of experienced TA to provide nurture/1: 1 support 4 afternoons per week.	The EEF report on Making Best Use of TAs shows the importance of having experienced TAs working with the children. £3685	1 leading to improvement in 2,3,4,5
VNET Deep Dive Early Reading CPD for all staff	The EEF clearly indicates the need for a robust and engaging pedagogy to systematically teach pupils a comprehensive set of lettersound relationships for reading and sound-letter relationships for spelling. £100	2 and 4
The Learning Partnership: Higher order thinking skills	CPD for staff on how to extend GD through higher order thinking skills (focus on maths) The EEF states that training staff who deliver small group support is likely to increase impact. £300	4
TALK BOOST (2 x TA Training time)	Training EYFS and early KS1 intervention. In line with EEF which states that it is important that language activities are matched to learners' current stage of development, so that it extends their learning and supports the curriculum. £500	2 and 4

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

Budgeted cost: £14,464

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Staff release for small group working/ 1: 1 tuition</i>  <i>1 x morning per week</i>	Recruitment of teacher to work with small groups or to cover classes while CT works with groups/ individuals. 1: 1 tuition is more likely to have an impact if it is linked to normal classroom lessons. (EEF) £5168	2 and 4
<i>Intervention programme for individual children (TA) (Toe by Toe)</i> <i>1hr x 5 x year</i>	The EEF report on Making Best Use of TAs shows the importance of having experienced TAs working with the children. £2818	1 and 2 and 4
<i>Toe by Toe Resources Catch up Phonics programme</i>	Individual phonics programme to support early reading catch up and confidence. £165	1 and 2 and 4
<i>TA targeted catch up support</i>	See EEF Making Best Use of TAs. Small group work and 1 to 1 increases knowledge and boosts confidence in less able and disadvantaged pupils. As confidence improves so does behaviour for learning. £5828	1 and 2 and 3 and 4
<b>WELLCOMM EARLY YEARS SPEECH AND LANGUAGE ASSESSMENT PACKAGE</b>	Training EYFS and early KS1 intervention. In line with EEF which states that it is important that language activities are matched to learners' current stage of development, so that it extends their learning and supports the curriculum. £485	2 and 4

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

Budgeted cost: £7481

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Breakfast Club/Nurture. Free access to extended school. Staff and resources.</i>	The CPAG report 2018 highlights the importance of allowing "childcare and enrichment activities to take place in a trusted setting." £3005	1, 3 and 5 which leads to improvements in 2 and 4

<i>PGL Trip financial support</i>	The EEF states that ‘Tasks and activities need to be carefully designed so that working together is effective , otherwise some pupils may struggle to participate or try work on their own.’ £300	1
<i>Music tuition x4</i>	EEF states that participation in the arts can have a positive outcome on academic outcomes in other areas of the curriculum in addition to increased well-being. £684	1 leading to improvements in 4
<i>Breakfast club food and healthy snacks and resources</i>	The evidence for providing a healthy balanced meal for children is evidence the government’s report School Food in England £800	1,3 and 5 which leads to improvement in 2 and 4
<i>General resources</i>	Enabling all children to take part in activities which can further their education through outdoor activities and different learning experiences £1,120	1,3 and 5 which leads to improvement in 2 and 4
<i>ASC staff and resources</i>	The CPAG report 2018 highlights the importance of allowing “childcare and enrichment activities to take place in a trusted setting.” £550	1, 3 and 5 which leads to improvements in 2 and 4
<i>Advice and support from Family Support Worker provided from Trust</i>	There is a wealth of evidence of the benefit of specialist nurture care and time from the Anna Freud Mentally Healthy School’s website and The Ormiston Trust “A student’s self-esteem has a significant impact on almost everything they do -- on the way they engage in activities, deal with challenges, and interacts with others. Self-esteem also can have a marked effect on academic performance. Low self-esteem can lessen a student’s desire to learn, their ability to focus, and their willingness to take risks. Positive self esteem, on the other hand, is one of the building blocks of school success; it provides a firm foundation for learning.” Dr Kenneth Shaw £932	1 which leads to improvement 2, 4 and 5

**Total budgeted cost: £26,840**



## 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 2020 to 2021 academic year.

#### Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring a 'quality first' teaching approach in every class
- To do everything we can to close the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, mental health and adverse childhood experiences/trauma
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

#### IMPACT

53% of our Pupil Premium children last year accessed the Talk Boost programme which provided them with targeted intervention for the speech and language. It was unfortunate that lockdown meant that the programme was interrupted for nearly 3 months and as a result the impact was not as marked as was hoped.

The majority of the Pupil Premium children attended school throughout lockdown to continue to access face to face quality first teaching of the core subjects. They also had access to 1 to 1 and small group well-being support during the afternoons. Nurture support was made available to those children needing it following the return to school and throughout the Summer Term. All children in school during lockdown accessed additional Forest School sessions to support their independence and confidence.

Specific support was given on a 1 to 1 basis to those children who had experienced childhood trauma which included PLAC children. Those children also accessed individual instrumental music lessons to further support their well-being and interests.

The majority of Pupil Premium children accessed the Breakfast Club to provide a settled start to the day. In order to support attention span and concentration in class, breakfast and healthy snacks were provided for children. We worked alongside the

North Norfolk Food bank to improve our resources and equipment for Breakfast Club which included a smoothie maker for the children to use to support their nutritional intake. Teachers reported seeing a marked improvement in the children's concentration levels. The majority of PP children continued to use Breakfast Club once lockdown was over. Food parcels were provided weekly for those families who needed them and vouchers were issued during holiday periods to support families.

Additional TA support was given to support reading and communication skills for more disadvantaged children. The Toe by Toe programme was piloted for individual children to supporting 'keeping up' in phonics. Data from this early pilot scheme suggested that children made good progress if the programme was followed closely. PP children received extra support in small group discussion work, using some techniques from Talkboost to support their contributions. The impact of this was clear and continues to be consolidated with PP children.

Assertive Mentoring was utilised in maths in KS2 to highlight gaps in learning and support was given in small groups or 1 to 1 to accelerate learning.

During lockdown all of our families were contacted regularly via phone calls. The vulnerable families who were not at school were called more regularly and home school packs and food parcels were delivered to ensure children had the resources they needed to learn at home. The school delivered donated IT resources to families in need, to fill the gap between the government's IT equipment and need. We worked with the Rotary Club and Village Care to provide PP children with chrome books and extra reading materials to have at home. All communications were discussed with the HT through a weekly logbook and were recorded in our safeguarding files along with any concerns which may have been flagged.

Teachers were in daily contact with the majority of children via Purple Mash and gave daily feedback on work produced and progress. Teachers and TAs filmed themselves reading stories and teaching sessions were filmed and uploaded onto Purple Mash and Facebook to support accessibility. Zoom sessions were held weekly between the children at home and the class teacher and TA to support emotional well-being and as a means of further explaining learning issues raised.

## 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
TalkBoost	ican.org.uk

Maths Assertive Mentoring	<a href="http://www.primaryassertivementoring.com">www.primaryassertivementoring.com</a>
Purple Mash	<a href="http://www.purplemash.com">www.purplemash.com</a>
WELLCOMM	<a href="http://www.gl-assessment.co.uk">www.gl-assessment.co.uk</a>

## 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)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*