

Pupil premium strategy statement – Alvanley and Manley Village 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	101
Proportion (%) of pupil premium eligible pupils	13.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	Year 2 of 3
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Viney Thapar
Pupil premium lead	Jade Cupples
Governor / Trustee lead	Charlotte Allen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,035
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£29,035

Part A: Pupil premium strategy plan

Statement of intent

The money the school receives for children who are, or have been in the last 6 years, eligible for additional funding is used to ensure that every child has the very best opportunity to leave our school with all of the knowledge, skills and emotional confidence for the next stage of their educational journey.

Since the COVID-19 pandemic, the school has focused its work and continuous professional development of improving the quality of teaching and learning, ensuring impact for all groups of pupils, and supporting the emotional wellbeing of pupils, including those experiencing disadvantage and/or eligible for Pupil Premium funding.

The school believes that best value for money and the greatest impact on our pupil premium children is identifying and then developing what I excellent practice for all. This includes the support of additional trained adults working across the school as well as purchasing quality resources to support the teaching and learning within the classroom. Our school motto is 'Together we nurture, inspire and achieve' and we want to provide every child with an educational experience that nurtures and inspires them to do well. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve these goals.

This strategy links closely with our key school improvement priorities that have been identified for this academic year.

At Alvanley and Manley Village School, we believe the Pupil Premium funding should:

- Enable pupils to overcome any barrier to learning
- Support the whole family
- Be used to identify individual needs and provide support in a targeted way
- Provide the very best quality of teaching and learning, with confident and highly experienced staff
- Allow the school to engage with specialist services to enhance the provision we have in school
- Enable every child to be happy at school
- Raise aspirations for all our children and families

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional difficulties of some children in receipt of PPG having a detrimental effect on their punctuality, and academic and social progress
2	Gaps in basic number skills in maths leading to low achievement.
3	Errors, poor retention of grammar and lack of coherent ideas for writing leading to low achievement.
4	Comprehension skills leading to difficulties answering inference style questions in longer texts.
5	Attendance below 95% and poor punctuality for identified pupils in receipt of PPG

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
Increase the number of disadvantaged children reaching age related expectations and greater depth in the core subjects across the school	<p>In years 1-6, the number of children achieving at least age-related expectations will increase from end of year 2022-2023 figures.</p> <p>Standardised scores for children in receipt of PPG will show an upward trajectory.</p> <p>Analysis of termly data using the Insight tracking service will show an increase in the number of children achieving at least age-related expectations.</p>
Increase the attendance and punctuality of disadvantaged children	<p>Improved punctuality for a percentage of children receiving PPG. Children will have the opportunity to access a full day's education every day.</p> <p>Increased attendance of disadvantaged pupils from 2022-2023.</p>

<p>Barriers to learning, as a result of challenges faced by pupils outside of school, will be removed where possible.</p>	<p>Children will have full access to the curriculum, with learning adapted where necessary.</p> <p>Regular check-ins with children from adults across the school.</p>
<p>Emotional difficulties and learning attitudes of pupils are addressed leading to an increase in time spent accessing learning.</p>	<p>Additional support timetabled and in place to support difficulties and learning attitudes and enable improvements.</p> <p>Improved learning attitudes of identified pupils, resulting in more engagement and more time accessing learning.</p>

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: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD as follows</p> <p>ELSA support Autism Team Emotional Wellbeing Writing moderation EYFS and KS1 Mastering Number ADHD training</p>	<p>To enable longer term, sustainable change which will help all pupils by all staff accessing focused training delivered by high quality, proven trainers.</p> <p>To increase self-esteem and enable staff to identify areas of need and implement additional support</p> <p>Investment in high quality resources where necessary</p>	1, 2, 5
<p>Deployment of support from two Grade 6 teaching assistants working across both sites</p> <p>Use of cover time for teachers to research good practice in other school.</p>	<p>All children will receive additional support for their learning needs which will enable them to maximise progress. Additional staff also ensure children receive a full nurturing education.</p> <p>To increase children's confidence and resilience through small group teaching.</p> <p>Teaching becomes more targeted and children receive more adult time.</p>	1, 2, 3, 4
<p>Purchase of spelling and handwriting programme in KS2</p> <p>Additional teaching assistant delivering RWI programme to Reception and KS1 pupils</p> <p>Additional teaching assistant delivering RWI spelling and handwriting programme to KS2 pupils</p>	<p>To ensure early reading skills are embedded from Reception through to Year 6, and pupils in receipt of pupil premium are identified and provided with additional support to keep up.</p>	3, 4
<p>Tracking progress of all pupils in receipt of pupil premium, with those</p>	<p>To ensure all disadvantaged pupils make at least expected progress and the attainment gap narrows</p>	2, 3, 4

<p>pupils at risk of not making progress identified and targeted</p> <p>Venn diagrams completed and monitored during termly pupil progress meetings, held with the headteacher, class teacher and pupil progress lead.</p>	<p>To ensure teachers and SLT are aware of PP children on track or not on track and identify gaps and implement additional support</p> <p>Senior leaders will monitor the effectiveness of the sessions closely and ensure that teaching is impacting on learning.</p> <p>All pupil premium pupils will be discussed at termly pupil progress meetings. Intervention programmes created if appropriate.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 &/or small group work for all pupils in receipt of pupil premium delivered by experienced and high-quality teaching assistants either in class or as additional intervention</p>	<p>Children will receive additional support for their learning and/or emotional needs to enable them to maximise progress.</p> <p>SLT to develop timetables, set aside a collection of high quality resources and devise suitable key questions for interviews with pupils</p>	<p>2, 3, 4</p>
<p>Additional ELSA time allocated to work closely with identified children</p>	<p>Children will be able to access ELSA support more regularly, either through planned weekly sessions or ad hoc sessions when needed.</p> <p>Increased punctuality and attendance to school, and increased engagement during lessons.</p>	<p>1, 5</p>
<p>Purchase of online subscription services to engage children (Sumdog, Spelling Shed, Boom-Reader)</p>	<p>Investment in high quality resources where necessary</p>	<p>2, 3, 4</p>
<p>Head teacher to support families where attendance and/or punctuality is poor</p>	<p>To ensure children are not missing school time, as well as any planned additional support for them.</p> <p>Closer monitoring of absences for pupils in receipt of pupil premium.</p>	<p>5</p>

	<p>To ensure children attend any medical appointments, or appointments arranged between school and home</p> <p>To ensure time and support is given for any work missed due to attendance</p> <p>To raise the confidence and lower anxiety of children and parents.</p> <p>Maintain good punctuality and absence records of all pupils in receipt of pupil premium.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly PHSE/HRE/No Outsiders sessions and assemblies	<p>Children will develop strategies for coping with challenges they meet, supported by teachers and teaching assistants, and building up to using independent strategies.</p> <p>Pupil voice to be completed and used to aid an improvement to emotional difficulties and learning attitudes.</p> <p>Teachers and teaching assistants supported to recognise signs of emotional distress so additional support can be put in place.</p>	1
Pupil premium lead and one class teacher completing 'Trauma Informed Lead' qualification during 2023-24 academic year	<p>Increased understanding amongst staff of how to support emotional and behavioural needs in a trauma informed way for identified children.</p> <p>School audit completed and shows improvements in the whole school approach to supporting pupils' needs through a joint understanding of trauma informed practice and language.</p>	1, 5
Full staff training on trauma informed practice and language	<p>Staff using a more consistent approach to supporting emotional and behavioural needs of identified disadvantaged pupils.</p> <p>Clear communication between home and school.</p> <p>Staff confident to support children with their emotional wellbeing and behaviour, including using strategies recommended by the trauma informed leads.</p>	1, 5

<p>Wellbeing and mindfulness breakfast and after-school club sessions ran at each site twice a week</p>	<p>Enhanced transition from home to school and school to home.</p> <p>To provide opportunities for play based therapy sessions for identified pupils.</p> <p>Increased punctuality and attendance for identified pupils.</p> <p>To support the wellbeing of pupils in receipt of pupil premium – providing a nurturing and safe environment for all.</p> <p>To ensure children in receipt of pupil premium are provided with a sufficient breakfast</p>	<p>1, 5</p>
<p>Enrichment days (whole school).</p> <p>School trips and residential.</p> <p>Music lessons, choir and sporting opportunities.</p>	<p>Children to be included in trips, residential trips, music lessons, extra-curricular activities and extra-curricular sport and swimming lessons.</p> <p>To provide children with opportunities not normally available to them without intervention</p> <p>School to part or wholly subsidise payments for school day trips and residential trips where necessary to ensure all pupils receive similar opportunities.</p>	<p>1, 2, 3, 4</p>
<p>1:1 sessions for identified pupils led by Family Support Worker Sue Leigh, including support for parents</p>	<p>Families with low attendance or poor punctuality offered support to fully engage with school life.</p> <p>Increased connections and support between home and school, through regular feedback meetings and open communication.</p>	<p>1, 5</p>

Total budgeted cost: £29,500

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
RWI Phonics	Read Write Inc.
Pathways to Read	The Literacy Company
SumDog	SumDog