

Pupil premium strategy statement – Alvanley and Manley Village School

This statement details our school's use of pupil 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	94
Proportion (%) of pupil premium eligible pupils	9.4%
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 3 of 3
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Viney Thapar
Pupil premium lead	Viney Thapar
Governor / Trustee lead	Charlotte Allen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,080
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>	£25,080

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 is 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 Emotional Wellbeing	The emotional wellbeing of the whole school community is a key priority. Social and emotional issues affect a large proportion of our children who qualify for pupil premium and this has an impact upon their progress. When pupils are presenting as having vulnerabilities in learning or present with emotional difficulties, experiences of trauma or personal stress, they need targeted teaching time, nurturing and often the support of an appropriate adult. We have an increasing number of children accessing our Emotional Literacy Support Assistant (ELSA)
2 Attainment of all pupils.	Although baseline assessment shows that the majority of pupils, knowledge and understanding at the national averages in key areas of English and Maths, there is a significant minority starting well below this standard and require extra support. We strive to narrow the gap and support pupils' needs to access the curriculum and make the relevant progress. We identify the key areas using targeted intervention to ensure early identification of need.
3 Attendance	Attendance below 95% and poor punctuality for identified pupils in receipt of PPG.
4 Extra Curricular Opportunities	Opportunities to join in enrichment opportunities outside the academic curriculum are evident for the vulnerable pupils. Our PP children frequently have reduced opportunity to access extra-curricular provision including trips, residential and extra-curricular activities.

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
Emotional Wellbeing Vulnerable pupils to receive appropriate support in school for either support with learning and reaching child profile targets or support for specific emotional and/or mental health difficulties.	Child profile targeted work with TA's to boost progress and support. ELSAs working to support vulnerable pupils with positive outcomes. Families facing challenges can be supported by Sue Leigh the Family Support Worker.
Attainment of all pupils All pupils with the capacity to achieve/exceed ARE are statistically closer	All pp pupils achieve at/above the level of non-pp peers, who share other key characteristics e.g. PP SEND pupils in line with Non-PP SEND pupils. Teachers

to achieving this year on year, having the basic skills to access the full curriculum.	have planned to meet the needs of PP children. CPD has supported the quality of teaching.
Improve attendance of disadvantaged pupils.	The percentage attendance of disadvantaged pupils closely matches or exceeds non-PP children in 2023-2024.
Improved access to extracurricular school clubs for PP children to develop their self-esteem, individual skills and provide enrichment opportunities.	100% of disadvantaged children to attend at least one extra-curricular club by end 2024-2025. School trips/ visits subsidised when needed to allow PP to engage in enrichment opportunities

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Each pupil in receipt of PPG will receive targeted individual support	Previous experience of PPG time, ELSA support and learning mentor demonstrated the positive impact of these programmes. Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. Whole school CPD- focus on Assessment for Learning.	1, 2
Residential trips/ workshops/school trips/ Extra-curricular activities	Supporting children in accessing extra-curricular clubs/ trips/ residential/ visits/ workshops increases inclusion, cultural capital and raises self-esteem.	1, 4
Wellbeing Support	Our ELSA TA's and Family support worker supports children and families throughout the school, including a significant number of those eligible for pupil premium. Support for parents	1, 2, 3

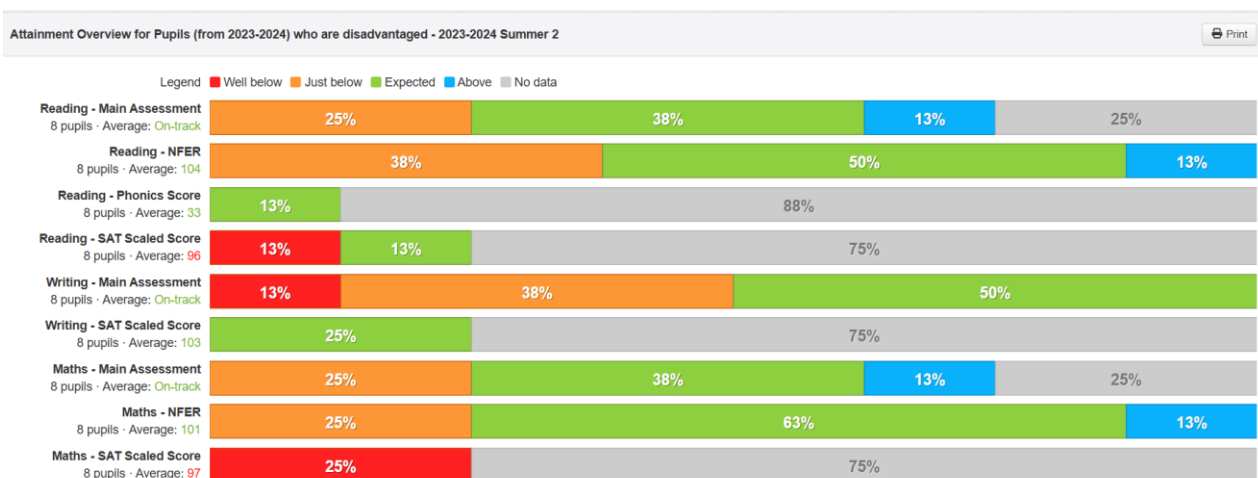
	and families through the wellbeing service is evidenced. Half termly wellbeing days in every class.	
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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcome 1: Attainment of pupils

We have analysed the performance of our school's disadvantaged pupils during the academic year 2023-2024, using key stage 1 and 2 performance data, phonics check results and our own internal assessments. Across the school, 50% of Pupil Premium reached at least the expected standards in writing and reading and 63% reached at least the expected standard in maths. The phonics screen in Year 1 identified that 100% (1/1) pupils identified as Pupil Premium reached the expected score.



Outcome 2: Improve attendance

88% of PP pupils attendance reached 90% or more.

Outcome 3 and 4: Emotional Well-being

All PP pupils received 1:1 time each week with a TA for their mental well-being and reading support. Family support worker supported the vulnerable families/ pupils where needed. Emotional Well-being 63% of PP pupils received ELSA support (with JM) where needed with positive outcomes on emotional and mental well-being.