

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2026 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	Albourne CE Primary
Number of pupils in school	170
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	September 2024 (year 2 of 3)
Date on which it will be reviewed	July 2025
Statement authorised by	Fiona Keeling Headteacher
Pupil premium lead	Fiona Keeling
Governor / Trustee lead	Louise Whitmore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,000
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
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	£31,000

Part A: Pupil premium strategy plan

Statement of intent

At Albourne CE School we place great emphasis on the quality first teaching and learning provision for all our children on a daily basis; this key principle underpins everything we do.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We ensure that appropriate provision is made for children who belong to vulnerable groups and that socially disadvantaged children have their needs adequately assessed and met.

We recognise that not all children who have received free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged or vulnerable will be in receipt of free school meals. We allocate the Pupil Premium Grant to support any child that the school has identified as being vulnerable and who should be making better progress.

We allocate Pupil Premium funding after a needs analysis to identify priority groups and individuals, including those pupils who are more able. Most of the actions that we put in place will also meet the needs of vulnerable people not in receipt of the Pupil Premium Grant (PPG). Our approach responds to common challenges and the individual needs of our children.

Our strategic plan is rooted in evidenced based research, coupled with our local knowledge and understanding of our pupils' socio and economic challenges, as well as our understanding of their individual needs.

Our aims are:

- To ensure that all vulnerable pupils, regardless of whether they are in receipt of PPG or not, have their needs met in order to enable them to make good progress.
- To ensure high attainment of more-able PPG pupils.
- To ensure good progress of all children in receipt of PPG from their starting point.
- To increase the range of services available to support the wellbeing of PPG pupils and other vulnerable children in order to remove barriers to learning.

- To maintain and increase the punctuality and attendance of PPG pupils and other vulnerable children through specific monitoring and engagement with families.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities due to financial difficulties. These challenges particularly affect disadvantaged pupils, including their attainment as well as creating a barrier to friendships and their engagement in learning.</p> <p>Teacher referrals for support have increased year on year. More children currently require additional support with social and emotional needs.</p>
2	<p>Assessments, observations and discussions suggest that our disadvantaged children generally fall further behind with their reading due to difficulties with phonics. This negatively impacts their development as readers.</p> <p>KS1 3PP Children 33% achieved combined R,W,M KS2 2PP Children 50% achieved combined R,W,M</p>
3	<p>Assessments, observations and discussions suggest that disadvantaged children generally fall further behind with their writing due to handwriting, grammar, punctuation and spelling issues.</p> <p>KS1 3PP Children 33% achieved writing expected KS2 2PP Children 50% achieved writing expected</p>
4	<p>Families need support to pay for visits/residential due to financial difficulties. There have been less opportunities for enrichment through family outings/ experiences.</p>
5	<p>Our attendance indicates that attendance among a few disadvantaged pupils gives us cause for concern. 90%</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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.

As a working document, we have used three colours to help guide us with what we have implemented and what we still need to achieve as shown below:

Intended outcome	Success criteria
For disadvantaged pupils who do not have a cognitive SEND need, 100% to meet the expectations for Year 1 & 2 phonics check and Y4 multiplication check	100% of non-SEND disadvantaged pupils meet the requirements of the PSC and MTC
For disadvantaged pupils who do not have a cognitive SEND need, 100% to meet age related expectations in RWM.	100% of non-SEND disadvantaged pupils to be at least ARE at the end of year 6.
To ensure disadvantaged pupils with additional barriers to learning individual needs are addressed so that they make at least expected progress from starting points in reading, writing and mathematics	<p>There will be systematic approach to the case studying of individual pupils who:</p> <ul style="list-style-type: none"> • Have SEND. • In receipt of PPG to ensure steps in progress can be more readily measured in Pupil Progress Meetings and data drops.
To achieve and sustain improved wellbeing, social and emotional language for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations and feedback.
To reduce the effect of the local socioeconomic, gaps	<p>Outcomes for disadvantaged pupils will continue to rise through opportunities for pupils to be recognised as confident members of their class, with some representing the school or attaining a leadership role.</p> <ul style="list-style-type: none"> • Represent the school in competitive sport • take part in music events/performances, • All disadvantaged pupils will take part in a specialist club • All disadvantaged pupils will attend a trip to a popular destination, to widen knowledge and experiences to be in line with their peers. Eg museum trip, or cultural trip, linked

	<p>to learning a skill or growing knowledge</p> <ul style="list-style-type: none"> • All key stage 2 disadvantaged pupils will take part in a residential trip
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and non-disadvantaged peers reduced to 0%</p>

Activities

This details how we intend to spend our pupil premium (and recovery premium funding) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To implement the Clever Write approach to writing as 'Write the Albourne Way' so learning is broken down into small skills which are continually built on.</p> <p>Each year group to change planning sequences/key texts for learning across the year for writing.</p> <p>I am a Clever Writer coaching and mentoring support for 2x teachers targeted to support disadvantaged writers</p>	<p>Mary Myatt's "Space repetition" as well as Rosenshine's principles "Present new material in small steps with student practice after each step: Only present small amounts of new material at any time, and then assist students as they practice this material."</p>	3
<p>Continue to embed the implementation of Read Write Inc.</p> <p>Train new members of staff and TAs to KS1 as well as TAs to support children in KS2 that need extra support.</p> <p>Have a Read Write Inc lead to assess the children, so the children are continually working at the correct level, in the right group for their stage.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>PSHE lead to continually monitor the needs of the children and adapt our curriculum (including Jigsaw) to address these issues as they arise.</p> <p>Social and emotional learning approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	1

<p>Nurture groups 5x afternoon half a term including learning mentor time changed to 2x afternoon to make way for other SEMH interventions eg Lego Club</p> <p>1:1/small group TA support to meet individual needs including both SEND and disadvantaged.</p>	<p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
<p>To ensure quality first teaching and sharing best practice particularly relating to feedback and metacognition.</p> <p>Leaders will develop and provide targeted support/intervention for pupils to address underachievement</p>	<p>These approaches can provide up to +7 months progress in the classroom if used effectively.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback?gclid=EAlaQobChMImN2QlqeL9AIVQeztCh2i3Af8EAYASAAEgKITvD_BwE</p>	<p>2, 3, 4</p>

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

Budgeted cost: £15,256

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and language 1:1 support</p>	<p>Historical progress reviews with West Sussex Speech and Language service</p>	<p>2, 3</p>

	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/181549/DFE-RR134.pdf .	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support</p> <p>Pinny time</p> <p>Flashcard work</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>1:1 Priority Readers to target children that don't read at home</p>	<p>Reading to young children is proven to improve cognitive skills and help along the process of cognitive development.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	2
<p>Same day targeted interventions for Maths and English 1:1 or small group across the school. To address any misconceptions and to help children to get to ARE.</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/same-day-intervention</p> <p>Although most of the research suggests this is particularly beneficial for Maths, this has also had a good impact on English evidenced through our conversations, observations and pupil progress meetings.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2, 3, 4

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

Budgeted cost: £4,164

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Half-termly review of attendance.</p> <p>Meetings with parents to account for low attendance.</p> <p>IFD referrals made where attendance is persistently low.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>Improve the quality of wellbeing through social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Nurture groups 5x afternoon half a term including learning mentor time changed to 2x afternoon to make way for other SEMH interventions eg Lego Club</p> <p>1:1 or small group TA support to meet individual needs including both SEND and disadvantaged</p> <p>Our most vulnerable children to have Play Therapy.</p> <p>1x child to have Equine therapy (£900)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>https://playtherapy.org.uk/what-is-play-therapy/</p> <p>https://www.verywellmind.com/equine-therapy-mental-health-treatment-4177932</p>	<p>1</p>
<p>Funding to enable pupils to have equal access to enrichment activities</p>	<p>Children to get their full entitlement to enhance their learning.</p>	<p>1</p>

<p>All children have the opportunity to represent the school in competitive sport</p> <p>All children to take part in music events/performances</p> <p>All disadvantaged pupils will take part in a specialist club of their choice.</p> <p>All PPG children to have access to breakfast club.</p> <p>All disadvantaged pupils will attend a trip to a popular destination, to widen knowledge and experiences to be in line with their peers. Eg museum trip, or cultural trip, linked to learning a skill or growing knowledge</p> <p>All key stage 2 disadvantaged pupils will take part in a residential trip</p>	<p>https://livemore.yha.org.uk/education/who-has-missed-out-on-extracurricular-and-enrichment-over-lock-down</p> <p>https://www.magicbreakfast.com/research/rise-and-shine-how-breakfast-impacts-the-health-and-educational-outcomes-of-children-and-young-people/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	
---	--	--

Total budgeted cost: £31,000

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 2024 to 2025 academic year. For outcomes prior to 2024-25 please see previous report.

--

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
N/A	

Further information (optional)

We have put an evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

As a working document, we have used three colours to help guide us with what we have implemented and what we still need to achieve as shown below:

Implemented

Started to implement- more work to do/ ongoing

Not yet implemented