

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	Alfriston Primary School
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	4.8%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	July 2022
Date on which it will be reviewed	December 2022
Statement authorised by	Lindsey Hudson Headteacher
Pupil premium lead	Lindsey Hudson Headteacher
Governor lead	Pam Follett

Funding overview 2022-2023

Detail	Amount
Pupil premium funding allocation this academic year	£5,690
Recovery premium funding allocation this academic year	£1,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year 2022-2023 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£6,690

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged and vulnerable pupils to achieve that goal.

We will consider the challenges faced by disadvantaged and vulnerable pupils, such as those who have social, emotional and mental health needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality relationships and teaching is at the heart of our approach, with a focus on areas in which disadvantaged and vulnerable pupils require the most support. We value the importance of early language development and acknowledge the importance of the EYFS. We aim to maximise teaching time by supporting parents to improve attendance and punctuality.

Our plans need to be considered alongside our School Development plan as our plans for high quality teaching, behaviour and attitudes and personal development are interlinked with this strategy and there are many cross overs.

Leadership are aware that improvements in pupil attainment require effective use of resources including staffing. We believe in using an evidence based approach to identify areas of focus and intervention and in reviewing the impact of our plans.

All staff are aware of Pupil Premium Grant children and other vulnerable groups across the school and the progress of these groups is discussed at termly Pupil Progress meetings. Some individuals will have specific intervention as individuals or in a small group. The school will respond flexibly to the needs of individual children taking into account individual situations.

In addition, we seek advice from our local authority, and utilise other areas of expertise, such as the Education Endowment Foundation, CLASS, East Sussex Behaviour and Attendance service, our Alliance Partner and other Headteachers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through booster sessions for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health needs which at times compromises progress both socially and academically.
2	Data indicates pupil premium children who are also SEND are the most vulnerable group for achieving typical outcomes at the end of KS2.
3	Attendance remains lower than non-pupil premium children.

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
Through high quality classroom teaching children eligible for Pupil Premium, and those with SEND, will achieve at least expected level, in particular reading, writing and mathematics. Support staff have a key role in targeting support for pupil premium children either by freeing up the teacher to focus on this group or providing targeted interventions.	Progress made by pupil premium children according to their individual targets.
Building belief and a “can do” attitude: Children will be able to have a positive mind set and develop strategies to help manage their emotions enabling them to fully engage in learning and make progress. Emotional needs discussed at pupil progress meetings. These are barriers to be overcome not a reason for lack of attainment and progress.	Data shows that children make progress in line with or better than non-Pupil Premium children. Teaching and learning monitoring shows evidence of positive attitudes to learning and children using strategies to manage their emotions. Pupil voice shows that children engage with learning.
Increased attendance rates for pupils eligible for Pupil Premium.	The number of persistent absentees among pupils eligible for Pupil Premium is reduced. A reduction in holiday taken in term time by parent/carers with Pupil Premium pupils. Attendance for the children is at least 96%.
Provision for education visits, residential experiences and extra-curricular activities for pupil premium children	100% attendance on educational visits. Enrichment activities impact on learning within the classroom and pupils have

	greater engagement within lessons. Children are fully included in extra-curricular activities helping them to feel part of school life and facilitate socialisation.
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Activity in this academic year 2022-2023

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: £4,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain or improve PP working at ARE or above in reading, writing and numeracy in KS1 and KS2.	Quality First Teaching in class for all pupils. This includes having high expectations and aspirations for disadvantaged/vulnerable children and impactful TA support. Reading, writing, and maths skills are life skills that equip children well for life beyond school.	1, 2, 3
Improve early literacy skills (oracy, language, communication, vocabulary, reading and writing) for eligible PP children in Reception and KS1 to stop gaps forming or widening.	Communication skills are essential for children's life chances. 'The East Sussex Way' – EY-Y1 Transition Guidance.	1, 2, 3
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Improve the impact of Teaching Assistants when working with PP pupils.	PP pupils receive impactful support in class from Support Staff. Communication between Support Staff and Class Teachers is strong. PP pupils receive a personalised approach to learning and same-day interventions, where possible, to strengthen learning. PP children in KS1 and KS2 achieve ARE.	1, 2, 3

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

Budgeted cost: 1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identify children/families with emotional barriers to learning and challenging /complicated home environments to receive targeted interventions and nurture activities.</p> <p>Take action according to school Attendance Policy – including letters/meetings etc.</p> <p>SBM to contact families whose attendance falls below 95% and ensure parents/carers are aware of the detrimental effect of missing school including letters/newsletters.</p> <p>For children below 95% parents to be invited to attend meetings (also with Attendance Governor) to set targets/timescales for improvement in rates of attendance.</p>	<p>This is a long-term area which needs consistent and regular time and space. Children with emotional difficulties often experience problems at school in terms of academic progress and within peer relationships – which can have a detrimental impact on their outcomes in preparation for secondary school.</p> <p>When children attend school regularly without constant breaks, they make greater progress.</p> <p>Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident.</p> <p>Children enjoy receiving awards and will often try harder when an award is being offered.</p> <p>We can't improve attainment for pupils if they aren't at school.</p>	1, 2, 3

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

Budgeted cost: £550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision for educational visits, residential experiences and extracurricular activities for children eligible for Pupil Premium grant	<p>Pupils have a rich bank of experiences to support their curriculum learning and greater engagement with their topics through hands on opportunities and enrichment. Children have the opportunity to learn new skills and feel proud of their achievements. Research shows that curriculum enrichment will:</p> <ul style="list-style-type: none">• Increase confidence, social skills and self-esteem.• Positively impact on pupil progress• Positively impact on attendance• Ensure pupils feel part of school community	1, 2, 3

Total budgeted cost: £5,690

Part B: Review of outcomes in the previous academic year 2021-2022

Pupil premium strategy outcomes

Attainment and progress at the end of July 2022 in all areas for our PP pupils was broadly in line with non-PPG pupils. Attendance for PP was 90.6% compared to 92.9% for all pupils.

Pastoral and emotional support was a high priority for all pupils, but especially for those who are disadvantaged/vulnerable. Support resources and small group and one-to-one interventions are beginning to impact on the progress of our PP pupils. This impact has been challenged by Covid-related absences for staff and for pupils. We are striving to provide consistent support for our PP pupils.

A new phonics programme has been introduced, and how this supports pupil progress in Year 3 and beyond is key for the school.

Reading remains a priority for the school. Monty, our regular reading therapy dog, is an important member of the school's team. Our pupils have benefitted from him as a reading dog and, also, as a well-being support. Daily priority reading opportunities have impacted, positively, on PP pupils.

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	n/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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a