



Pupil premium strategy statement Alston Primary School

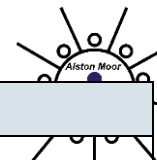
This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Alston Primary School
Number of pupils in school	86
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021 Update August 2023 Update March 2024
Date on which it will be reviewed	September 2024
Statement authorised by	Rob Dawson, Headteacher
Pupil premium lead	Claire Reed, Assistant Headteacher
Governor / Trustee lead	Pat Sharples

Funding overview



Detail	Amount
Pupil premium funding allocation this academic year	£29805
Recovery premium funding allocation this academic year	£2755
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	£32560



Part A: Pupil premium strategy plan

Statement of intent

Co-located with Samuel King's School on the Church Road site in Alston, the School has strong community links and is very much a central part of life in the area. We have strong links to the local Church and various other community groups and are privileged to have a team of local volunteers who also come in and work with our children. Our active PTA organises any number of activities and events for the children – both in and out of school.

We have four classes.

- Park Fell= Reception Class
- Cross Fell= Year 1 and 2
- Middle Fell= Year 3 and 4
- Flinty Fell= Year 5 and 6

The site is a busy one with the Alston Pre School located in the building as well as Children's Centre activities overseen by Barnardos. We believe that the presence of these two organisations really strengthens what we can offer to our families and the wider community.

Alston Primary School is a friendly school that offers a family feel environment where everyone knows each other's name. We take pride in our flexible approach to teaching, providing a curriculum that is tailored to meet the needs of all our learners.

Our school prides itself on the strong relationships built between staff, students and parents. We believe that success is a shared responsibility, and so we work collaboratively with parents to provide the best educational experience for our students. Our school is committed to providing a safe and nurturing environment where students are supported to become confident and independent learners.

We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils' learning and staff at every level speak with one voice about our ambition for all our pupils and they all fully understand part they play in addressing educational disadvantage.

Our Assistant headteacher and SENDCo, Claire Reed, is responsible for Pupil Premium in our school. Miss Reed works onsite and through Miss Reed's leadership capacity, and close working relationship with Miss Sally Hill and Mrs Kate Bainbridge, there is a sharp



focus on the quality of pupils' learning experiences. The Senior Leadership team (SLT) play a significant role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance. SLT time to our staff for collaborative team planning, teaching, and modelling by spending time in classrooms to provide on the spot coaching, training, and immediate feedback to develop practice. 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 pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. 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 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 disadvantage 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.

Our strategy is also integral to wider school plans for education recovery for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

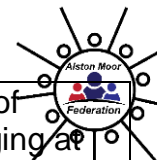




Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>The oral language skills of disadvantaged pupils is generally lower than that of their peers and teacher assessments suggests that pupils particularly struggle with articulating views, engaging in dialogue and using a wide range of vocabulary.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils throughout the school generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
3	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>
4	<p>Our assessments (including pupil voice February 2023), observations and discussions with pupils have shown that a significant proportion of disadvantaged pupils in do not actively engage with home learning. Backed by several national studies, this has affected both their education and emotional wellbeing.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations across the curriculum.</p> <p>Due to our rurality many of our pupils are not accessing quality physical development opportunities other than physical education sessions in school. This has had an impact in early years for fine and gross motor development. In later years this has impacted on the physical skills, healthy lifestyles and wellbeing.</p>
5	<p>The 2022-2023 attendance data shows that disadvantaged children had an average attendance of 91.4%</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>



	<p>When analyzing persistent lateness data for disadvantaged children since the start of the academic year of 2022/2023, disadvantaged children accounted for a significant number of minutes late into school, averaging at 87 minutes late over the academic year.</p>
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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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, observations, book scrutiny, pupil voice and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 will show that more than 66% or more of disadvantaged pupils will meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 will show that more than 66% or more of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10% • are disadvantaged out of the total 35 below 95% • The overall punctuality of disadvantage pupils will reduce significantly

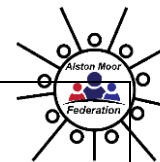


Activity in this academic year

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

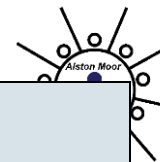
Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 4, 5</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Oracy APPG FinalReport 28_04 (4).pdf (inparliament.uk)</p>	<p>1</p>

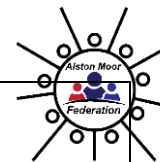


<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>North North West Maths Hub (nnwmathshub.org.uk)</p>	<p>3</p>
<p>Improve the quality of 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>Jigsaw PHSE programme will be used through the school from EYFS to UKS2</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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p>Developing self regulation skills in pupils. This will involve ongoing teacher training, support and release time</p>	<p>Teaching behaviour management strategies to classroom staff can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on pupil attainment Improving behaviour in schools (educationendowmentfoundation.org.uk)</p> <p>Kagen training for all staff Tom Bennet INSET Luke Mitchell INSET</p>	<p>5</p>

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



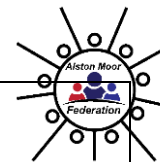
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cascading of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Oracy APPG FinalReport 28 04 (4).pdf (inparliament.uk)</p> <p>WellComm - GL Assessment (gl-assessment.co.uk)</p>	<p>1, 4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as daily sessions assessed every 6 weeks</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>PSC preparation</p>	<p>2</p> <p>TA hours Reading lead days</p> <p>Coaching for staff development</p>
<p>Implementing interventions based on teacher assessment. A significant proportion of the pupils who receive intervention will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>



	School-led tutoring guidance: School-led tutoring guidance (publishing.service.gov.uk)	
Implementing additional physical development opportunities for EYFS children who have limited access to physical activities. Enabling fine and gross motor development.	Support targeted at specific children to support pupils who have limited access to large spaces to develop their physical development. Physical development opportunities Education Endowment Foundation EEF SH visits to EYFS providers	4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. INSET training	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) Tom Bennet INSET	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6



<p>Our school SENDCo will take on a wider role and focus on attendance and lateness to school. This will be supported by the Local Authority attendance officer. A more robust system will be in place to identify poor attendance. Strategies will include a robust attendance action plan with actions including communication with parents, attendance panel meetings and closely monitored attendance action plans.</p>	<p>Breakfast club</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £32560



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 internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

2022/2023 outcomes

EYFS – 0% PP. 35.71% achieved GLD

PSC 15% PP. 2020/2021 82% achieved standard , 2021/2022 77% achieved standard, 69.23% achieved standard

KS1 12.5% PP. Reading 62% achieved standard, writing 62% achieved standard, maths 87.5% achieved standard, science 87.5% achieved standard.

KS2 11% PP. Reading 67% achieved standard, writing 44% achieved standard with 1% working at greater depth, maths 72% achieved standard, science 72% achieved standard.

We have continued work on attendance this year through a more robust system and additional capacity was delegated to our SENDCo as part of the disadvantage strategy. disadvantaged pupils' attendance has been lower than that of non-disadvantaged. Attendance data shows that there has been in improvement in attendance for disadvantage for 2022/2023. In 2021/2022 disadvantage attendance data was 91.45%. In 2022/2023 disadvantage attendance data was 91.5%, in increase of 0.5%.

NFER assessments were used during three checkpoints of the academic year for years 1, 3, 4 and 5. Children in years groups 2 and 6 completed NFER assessments at two checkpoints and the KS1 and KS2 teacher assessments and National Curriculum tests were used as an assessment tool during the summer term as the third checkpoint. Using the NFER data analysis tool we have been able to identify that the majority of disadvantages pupils have made progress which is inline or above national expectations of progress between checkpoints.



Power of Reading has been used as the main tool for literacy planning across the school. Teachers have rewritten the long terms plans to incorporate cross curricular literacy themes which has shown positive results across the school. With the changes in the way literacy is planned and taught alongside enhancements such as author visits, library audits and upgraded technology and resources we have been able to tailor the teaching of reading and writing for each cohort. For example, themes such as superheroes in KS1 have been designed to appeal to the interests of disadvantaged groups. Online based programme such as Spelling Shed have been used as a tool to develop spelling across the school with children from year 1 to year 6 accessing both in school and at home.

We have continued to use White Rose Maths as a tool to plan maths sessions and staff have attended White Rose Maths Hub training and materials to build on their CPD. We have cross federation links and moderation in place to ensure high quality teaching of maths. This has been supplemented by the use of TTRockstars and Numbots as an online tool that children can access both in school and at home. We have found that disadvantaged children are motivated and engaged by online resources.

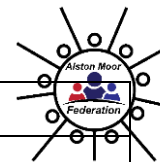
Read, Write Inc Phonics continues to be our main method of teaching phonics. Sally Hill, our reading lead, continues to coach and develop reading and phonics and moderate between our federation links. Sally Hill spends time in each classroom working alongside phonics teachers to ensure that phonics continues to be a priority across the school.

In Summer 2023 we trailed the use of an online resource called Lexia. This has been used with a group of disadvantaged children in KS1 and LKS2. From Autumn 2023 this will be used alongside literacy interventions to accelerate the development of literacy skills for students of all abilities, helping them make the critical shift from learning to read to reading to learn.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted during the COVID-19 pandemic. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required and continue to do so. We are continuing to build on that approach with the activities detailed in this plan.

Further information (optional)

Programme	Provider
Oracy Project	Voice 21



Standardised tests	NFER
Power of Reading	CLPE
White Rose Maths	White Rose Hub
Read Write Inc Phonics	Ruth Miskin Training
PHSE	Jigsaw
Lexia Core 5	Lexia
TTRockstars/Numbots	TTRockstars
Spelling Shed	The Literacy Shed



Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

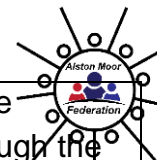
- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant knowledgeable thoroughly recommendation benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.



We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust 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.