



St Alphege CE Schools 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	Federation of St Alphege CE Schools
Number of pupils in school	Infants 220, Juniors 270
Proportion (%) of pupil premium eligible pupils	Infants 5.9%, Juniors 7.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	R Morrissey
Pupil premium lead	S Willmott
Governor lead	J McDermott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Infants £17,485, Juniors £26,900
Recovery premium funding allocation this academic year	Infants £1,885 Juniors £2,900
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 academic year	£49,170

Part A: Pupil premium strategy plan

Statement of intent

Context:

When considering the use of additional funds such as pupil premium and recovery premium it is important to think of context. The Federation of St Alphege CE Schools (since 2010) comprises of two schools: St Alphege Church of England Infant and Nursery School and St Alphege Church of England Junior School. Both schools share an Executive Head teacher and governing body. The Executive Head was appointed in 2017, and in the first 4 years of the Headteachers' appointment, a number of challenges have been faced and addressed. One of these has been ensuring a clear strategy for addressing the needs of disadvantaged children. This was highlighted as a next step in the inspection of the Junior School a few weeks into the new head teacher's tenure:

'Leaders develop a more precise system for measuring the impact of pupil premium funding on outcomes for disadvantaged pupils.' (HMI June 2017)

A new Deputy head teacher (across both schools) took up post in April 2021. The two schools are Voluntary Aided with a central Solihull town catchment. A new lead, the Assistant head teacher, was assigned for pupil premium and disadvantage in October 2021.

We are aware to quote Dylan Wiliam (2014) that everything works somewhere, and nothing works everywhere, which is why in education, the right question is, "Under what conditions does this work?" We are looking to be '*research sensitive*' schools but are determined to do this by critically and rigorously examining the evidence educational research provides. We will then apply our professional expertise and professional judgement along with our comprehensive knowledge of our children and school settings.

This strategy is part of our whole school culture and ethos best summed up by our inclusive Christian School Vision of *Jesus said 'Let the children come to me, and do not stop them, because the Kingdom of Heaven belongs to such as these.'* Matthew 19 v 14.

This strategy should then be read in conjunction with our **Learning Improvement Plan (2021 – 23) and Equality objectives (2021)**.

Principles:

- We believe high quality teaching is the most important '*active ingredient*' of our strategy. We therefore will also prioritise professional learning to support this '*active ingredient*.' (***see LIP plan key priority 1**)
- We see assessment has an important part of our inclusive, high quality teaching. Assessment will also inform decisions as well as classroom practice.
- A culture of high expectations for all children (***see LIP plan key priority 5**) is also critical to the success of our strategy.
- We will ensure that our climate for teaching and learning is underpinned by a language for learning policy. (***see LIP plan key priority 5**)
- We will ensure that children's needs rather than labels will drive our strategy.
- We will set ambitious targets of 100% for improvement areas.
- We recognise that prior attainment should never be a determinate or '*anchor for future attainment*.'
- We will view implementation of our strategy as a process rather than an event.

- We recognise that strong pastoral care is an important '*active ingredient*' in addressing educational disadvantage.
- We understand that thorough evaluation is fundamental to the success of the strategy.
- We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals.
- We will allocate Pupil Premium funding to support any child the school has identified as being socially disadvantaged and should be making better progress. However, throughout the year, all disadvantaged pupils will benefit from the funding.

References:

In drawing up this document we have drawn upon learning from:

Key drivers of the disadvantage gap. Literature review. Education in England: Annual Report 2018.
<https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf>

Ethos Enhancing Outcomes. Exploring 20 School Leadership Issues. The Church of England Foundation for Educational Leadership.

Macfarlane R (2021) Obstetrics for Schools. A guide to eliminating failure and ensuring the safe delivery of all learners. Carmarthen: Crown House Publishing Ltd.

Leadership, Pedagogy and Theology. Exploring 20 School Leadership Issues. The Church of England Foundation for Educational Leadership

Rowland M (2021) Addressing Educational Disadvantage in Schools and Colleges. The Essex Way. John Catt Educational Ltd.

Rowland M (2015) An Updated Practical Guide to The Pupil Premium. John Catt Educational Ltd.

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/EEF_Implementation_Guidance_Report_2019.pdf

Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning arising from missed teaching
2	Mental and emotional wellbeing
3	Lack of cultural capital opportunities
4	Low language skills – word acquisition and comprehension
5	Attendance and punctuality issues

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
Children whose learning is impacted by socio economic disadvantage will attain as well as their in school peers.	Data will show attainment in line with peers in school.
There will be a culture of children showing that they are resilient in the face of difficulties. (*see LIP key priority 4)	Evidence (learning walks, pupil / staff interviews, and book looks) will provide a persuasive argument that pupils can self-regulate and have good behaviours for learning.
An ambitious longer term vision for all pupils (in particular those identified as vulnerable) is shared and implemented by all. (*see LIP key priority 5)	There is an evident and strong ethos of every child is expected to (is enabled to) achieve their potential.

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: £ 3,000 (**linked to training budget and LIP**)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Evidence informed professional learning (*see also LIP Key priority 1)	We know that high quality teaching has the biggest impact on pupil outcomes. But we recognise that it is more nuanced than this and professional learning on addressing identified needs is key. For example, approaches such as evidenced informed feedback can have a big impact (+6 mths) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 2 and 4

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

Budgeted cost: £26,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
1: 1 Tutoring	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2 and 4

	Supports the view that appropriately targeted and implemented this activity can on average be very effective at improving pupil outcomes. (+5 mths)	
Phonics – review provision and resources	A well delivered, structured and resourced phonics programme can have a good impact on pupil outcomes (+5 mths) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	4
Oral language intervention	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Supports the view that appropriately targeted, implemented and matched to a child's current stage of development this activity can on average be very effective at improving pupil outcomes (+ 6 mths)	1, 2 and 4
Reading comprehension	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Reading is key to all learning but in particular to accessing the whole curriculum. An effective approach to reading comprehension can have a good impact on pupil outcomes (+6 mths)	1, 2 and 4

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
In school Play Therapist (infants) and Counsellor (juniors) (*see also Lip key priority 4)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel Indicates that social and emotional support can have a good impact upon pupil outcomes(4+mths).	2 and 5
Enrichment – supporting of trips, clubs and music lessons	The home learning environment play a key role in the development of skills that determine school attainment. Children impacted by socio economic disadvantage are less likely to experience a rich home learning environment. https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf	3

Total budgeted cost: £49,170

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Due to Covid 19 performance measures have not been published for 2020 – 2021, and 2020 – 2021 results will not be used in accountability measures.

In school data showed that disadvantaged pupils did not quite achieve as well as their peers generally,

	Reading EXS+	Reading GDS	Writing EXS+	Writing GDS	Maths EXS+	Maths GDS
Disadvantaged pupils at St Alphege	6/7 pupils or 85.7%	1/7 pupils or 14%	5/7 pupils or 71%	0%	4/7 or 57%	1/7 pupils or 14%
Non-disadvantaged pupils at St Alphege	91%	44%	75%	20%	77%	31%

particularly in terms of GDS, or EXS+ in RW and M 3/7 or 43%. However, care needs to be taken given the small number for this group.

Externally provided programmes

Programme	Provider
Times tables Rock Stars	TT Rockstars
Attendance and welfare	CSAW