

Pupil premium strategy statement

School overview

Metric	Data
School name	Alston Primary School
Pupils in school	94
Proportion of disadvantaged pupils	22%
Pupil premium allocation this academic year	£26,923
Academic year or years covered by statement	2021/22
Publish date	June 2021
Review date	June 2022
Statement authorised by	S Timmons
Pupil premium lead	S Timmons
Governor lead	

Disadvantaged pupil progress scores for last academic year (2019 due to Covid-19 pandemic in 2020)

Measure	Score
Reading	101
Writing	99
Maths	103

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	102
Achieving high standard at KS2	105

Measure	Activity
Embed Language and Literacy across KS2 to raise PP writing and reading scores at KS2	To continue to embed L&L across KS2, further opportunities for developing the spoken language and pre-written tasks, Drama Festival participation and subject specialist from the secondary to develop drama and oracy.

Covid recovery for PP children in Maths	Identify the gaps in knowledge, Maths recovery prioritised on curriculum, White Rose allows planning for missed learning and gaps, interventions by HLTA and teachers. Dojos to celebrate achievements.
Barriers to learning these priorities address	Parental engagement to maximise independent learning at home. Homework.
Projected spending	£9,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Increase score to 104.	July 2022
Progress in Writing	Bring writing score for PP children in line with reading score.	July 2022
Progress in Mathematics	Bring Maths score for PP children in line with non-PP children.	July 2022
Phonics	Both PP children to pass Year 1 Phonics Screening Check .	July 2022

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Continue success of RWI to develop early reading and Phonics at R/KS1.	Two RWI Reading Leaders in school, allocated staff CPD to continue to develop skills in delivery, coaching.

Close the gaps and Covid-recovery	Curriculum that allows for recovery of missed learning, wider curriculum opportunities, TA and teacher interventions, termly tracking and monitoring of data, staff CPD including HLTA, high TA staffing levels.
Barriers to learning these priorities address	Parental engagement. Low literacy levels of some parents.
Projected spending	£8,000

Wider strategies for current academic year

Measure	Activity
Enhance the wider curriculum by maximising teaching time and using specialist teaching for PPA.	Covid recovery units of work, Jigsaw PSHE curriculum, more fixtures and clubs, development of Forest Schools and leader, NUFC sports programme, enhanced outdoor areas, free breakfast club, enhanced IT in school (increased number of tablets) and Apps to use for home learning.
External agency support.	Access to Speech, Language and Communication teams, referrals to Educational Psychologist, early identification of barriers to learning, early interventions and strategies.
Barriers to learning these priorities address	Wifi to access home learning, rurality and transport availability and associated costs.
Projected spending	£9,923

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Staff CPD to ensure effective delivery of Maths and English curriculums. Homework and parental support.	Work with Ruth Miskin for staff CPD on Language and Literacy. HLTA Maths Recovery trained and Fresh Start trained. RWI produces excellent results in

		early reading. Maths Mastery approach across school. Scholarpak for accurate assessment tracking and monitoring. Increased parental engagement on Dojo.
Targeted support	Parental engagement to further develop learning at home.	Increased parental engagement on Dojo. Parent workshops to increase understanding and engagement.
Wider strategies	Waiting times for referrals	Strong relationships with external agencies. Assistant Head is also SENDCo.

Review: last year's aims and outcomes

Aim	Outcome
PP children will be better equipped to manage their mental health and resilience	JIGSAW PSHE programme has been used throughout the primary school which has a focus on managing and recognising mental health and encouraging children to talk about their feelings. These sessions have taken place each week in each class with strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. The sessions have been focussed on the 6 themes <ol style="list-style-type: none"> 1. Being Me in My World 2. Celebrating Difference 3. Dreams and Goals 4. Healthy Me 5. Relationships 6. Changing Me Children have become more aware of their mental health and who they can approach if they are feeling that they are unable to manage their own mental health.
For PP children to develop their speech, language and literacy skills in line with their peers	In EYFS and KS1, the progress of children's speech, language and literacy has been closely monitored each half term. Phonic ability has been formally assessed every 6 weeks and children have been grouped according to their ability, not their age, to ensure more rapid progress. Speech therapy has taken place in school for those PP children who are within the range. The Literacy and Language programme in KS2 has been rolled out. This

	<p>has included CPD for staff. Within the programme children have developed their literacy skills through developing pre-writing skills such as discussion, debate, evaluating genres and planning written work in detail. Year 1 PSC scores 2019/2020 92.9% pass rate.</p>
<p>For PP children to access the wider curriculum through a creative and holistic curriculum map</p>	<p>Despite the school closures, there have been a range of opportunities for children to access the wider curriculum through a creative and holistic curriculum map. In school children have had access to</p> <ul style="list-style-type: none"> • Targeted interventions • Extra curricular clubs • Specialist PE coaches • Enhanced outdoor areas to support the curriculum • Quality PSHE sessions • Use of ICT • Peripatetic music lessons (50% PP) • Free breakfast and breakfast clubs • External professional support e.g. speech therapy • Swimming • Curriculum trips <p>During the school closures children had access to</p> <ul style="list-style-type: none"> • School hub provision high staff:child ration • Dojo platform to access remote learning • Weekly welfare/support contact from teachers and office staff • Live lessons and remote teaching/check-ins • Holiday club provision • E-Learning subscriptions
<p>For PP children to take part in personal, social, emotional and physical activities which they may not have access to due to the rurality of Alston Moor</p>	<p>As part of the planning for personal, social, emotional and physical activities this year, Alston Primary School have funded the following</p> <ul style="list-style-type: none"> • Breakfast each day (40% PP on register) • Eden Valley Sports Partnership programmes, coaches and events • Newcastle United Foundation weekly coaches (25% PP on register) • NUFC holiday club provision (33% PP on register)

	<ul style="list-style-type: none">• Sports breakfast club (41% PP on register)• Specialist PE teaching• Swimming (accessed by 100% of KS2 PP children)• JIGSAW PSHE programme• PSHE CPD training for staff
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