

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding (including recovery premium) 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	Alfred Lord Tennyson School
Number of pupils in school	142
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024 – 2025/26
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Kelly O'Connor
Pupil premium lead	Jenny Appleby
Governor / Trustee lead	Richard Scarfe

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,385
Recovery premium funding allocation this academic year	£6,815
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£75,200

# Part A: Pupil premium strategy plan

## Statement of intent

At Alfred Lord Tennyson School we have high expectations for all the pupils in our school. We believe that with high- quality teaching, and a happy, caring and secure learning environment each child can fulfil their individual potential, both academically and socially. To achieve this, we will ensure that children are engaged, inquisitive and inspired to learn and that our curriculum is broad, balanced, progressive and ambitious for all learners.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium. Children who have ‘fallen behind’ their peers with similar starting points will receive interventions and daily support.

Staff at Alfred Lord Tennyson School are committed to ensuring that all of our pupils are ambitious, have a Growth Mind set and positive well-being.

## Challenges

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

Challenge number	Detail of challenge
1	Attainment – Reading Our assessment and observations indicate that although the attainment of disadvantaged children improved in 2023 SAT’s results, our overall Key Stage Two outcomes were slightly below the national average.
2.	Attainment – Phonics Our assessments and observations indicate that the attainment of disadvantaged pupils in the year 1 phonic screening check in 2023 was below national average.
3	Attainment – Maths Our assessment and observations indicate that although the attainment of disadvantaged children improved in 2023 SAT’s results, our overall Key Stage Two outcomes were below the national average.
4	Well-being

	Our assessments, discussions and observations with pupils and families have identified social and emotional difficulties for some pupils. These challenges particularly affect disadvantaged pupils, 80% of pupils in the Summer term of 2023 with social and emotional difficulties were disadvantaged.
5	<p>Attendance and persistent absences</p> <p>Our attendance data 2022-23 indicates that attendance among disadvantaged pupil was 4% lower than non-disadvantaged pupils.</p> <p>16% of disadvantaged pupils were 'persistently absent' in the year 2022-23 Although this is lower than in 2021-22 when the figure was 20%, 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.

Intended outcome	Success criteria
Improved reading attainment for disadvantaged pupils at the end of KS2	KS2 reading in 2025-26 shows that disadvantaged pupils have achieved the national average attainment scores.
Improved phonics attainment for KS1	KS1 phonics screening results show that disadvantaged pupils have achieved the national average attainment scores
Improved maths attainment for disadvantaged pupils at the end of KS2	KS2 maths in 2025-26 shows that disadvantaged pupils have achieved the national average attainment scores.
To achieve and sustain improved mental health and wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2025-26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant reduction in social emotional incidents</li> <li>• a significant increase in participation in after school activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance of disadvantaged pupils is 96% or above

## 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

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £44,433

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for children requiring interventions (1:1 and small group support).	<p>Evidence from Education Endowment Foundation</p> <p>One to One tuition +5 months  <a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></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>And in small group:  <a href="https://educationendowmentfoundation.org.uk/small-group-tuition/">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Small group tuition+4 months</p>	1, 2 and 3

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

Budgeted cost: **£30,767**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Support Worker to work with vulnerable families and improve parental engagement.</p> <p>Family Support Worker to work on attendance – analysing attendance; contacting low attenders; setting targets and liaising with the Education Inclusion Partnership Team. They will support families to raise attendance/punctuality and offer attendance incentive awards.</p>	<p>Evidence from Education Endowment Foundation – Parental engagement +4 months</p> <p><a href="https://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p> <p>It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.</p>	5
<p>Learning Mentor to work with identified children to support development of positive wellbeing</p>	<p>Evidence from Education Endowment Foundation - Social and emotional learning EEF +4 months</p> <p><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Social and Emotional Learning – including more specialised programmes which use elements of SEL and are targeted at students with particular social and emotional needs.</p>	4
<p>Contingency fund</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 situations that have not yet been identified.</p>	All

**Total budgeted cost: £75,200**

## 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 2022 to 2023 academic year.

Three of our intended outcomes for last year were to improve the attainment of our disadvantaged children in reading, writing and maths. The most accurate way of showing this is by using the data from the SATs as this is official data. The reading results in 2023 for disadvantaged children was 69% (88% Expected 11% GDS.) In 2022 the reading results were 62% (54% expected 8% GDS). This was an improvement of 7%. In writing in 2023, PP children achieved 62% this was a 5% increase on last year. The maths result in 2023 was 46% (66% expected 33% GDS) compared to 54% in 2022 (52% expected 4% GDS). Those who attained expected standard decreased by 8%.

Our use of a new phonics scheme which was introduced in 2022 continued and. The majority of disadvantaged children who completed a phonics intervention last year made good progress over the year and no longer need this intervention. The exceptions are a small number who are also on our SEND register.

During the year, 91% (44) of disadvantaged children/families had contact with the Family Support Worker. (FSW) Her role included supporting with attendance through discussions and contracts, working with EIPT and providing support through EHAs and CIN meetings. During the school day including lunch time, she was also available for children and parents to discuss any problems or concerns they had.

Disadvantaged pupil's attendance in 2022/23 was slightly higher than the previous year - 4%. However, attendance continues to be a focus of our current plan.

During the year, our learning mentor worked with 73% of disadvantaged children. Compared to the previous year the number of 'red behaviours' has seen a significant reduction.

There has also been a significant decrease in the number of SEMH incidents. This demonstrates the positive impact of our pastoral support for children, which includes the learning mentor, the Family Support Worker and the Inclusion Lead, who led provisions such as lunch club, meet and greet and a range of pastoral interventions. Despite the decrease in incidents the percentages of disadvantaged children who experience social emotional difficulties continues to be a concern, so we feel that there is still a challenge in this area which requires our continued focus.

Following a mental health and wellbeing audit, workshops on understanding and managing low moods for years 5 and 6 were planned and led by our local Mental Health Support Team.

Trips and after school clubs –During the year children were offered subsidised places for trips. Children took part in a variety of sport clubs including basketball, football, archery and dodgeball. Other clubs included art, gardening and choir.

Over the year 50% of the children who attended our clubs were disadvantaged pupils. Attendance at clubs was monitored each term and reminders displayed in school/ sent home, to ensure that all children are aware that there are opportunities to attend clubs. Reminders/invites were sent to encourage participation.

## Externally provided programmes

Programme	Provider
Pixl	Pixl

## Service pupil premium funding

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