

# Pupil premium strategy statement – Alvanley and Manley Village 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	10.7%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	Year 1 of 3
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Viney Thapar
Pupil premium lead	Viney Thapar
Governor / Trustee lead	Louise Wells

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,125
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£21,125

# Part A: Pupil premium strategy plan

## Statement of intent

The money the school receives for children who are, or have been in the last 6 years, eligible for additional funding is used to ensure that every child has the very best opportunity to leave our school with all of the knowledge, skills and emotional confidence for the next stage of their educational journey.

The school believes that best value for money and the greatest impact on our pupil premium children is identifying and then developing what is excellent practice for all. This includes the support of additional trained adults working across the school as well as purchasing quality resources to support the teaching and learning within the classroom. Our school motto is 'Together we nurture, inspire and achieve' and we want to provide every child with an educational experience that nurtures and inspires them to do well. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve these goals.

This strategy links closely with our key school improvement priorities that have been identified for this academic year.

At Alvanley and Manley Village School, we believe the Pupil Premium funding should:

- Enable pupils to overcome any barrier to learning
- Support the whole family
- Be used to identify individual needs and provide support in a targeted way
- Provide the very best quality of teaching and learning, with confident and highly experienced staff
- Allow the school to engage with specialist services to enhance the provision we have in school
- Enable every child to be happy and confident at school
- Raise aspirations for all our children and families

## Challenges

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

Challenge number	Detail of challenge
1 Attainment of all pupils	Assessments have shown a proportion of our pupils in receipt of pupil premium funding are achieving age related expectations in the key areas of English and Maths. However, a group of pupils are achieving below age related expectations and have significant gaps in their learning.
2 Attendance	Attendance below 95% and poor punctuality for identified pupils in receipt of PPG.
3 Emotional Wellbeing	The emotional wellbeing of our whole school community is a key priority. Social and emotional difficulties affect a large proportion of our children who qualify for pupil premium funding and this has an impact on attendance, attainment and emotional progress.
4 Extra Curricular Opportunities	Opportunities to participate in enrichment opportunities outside the academic curriculum are evident for our vulnerable pupils. Our PP children frequently have reduced opportunity to access extra-curricular provision including trips, residential and extra-curricular opportunities.

## 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
To improve outcomes for all children in receipt of PPG, with a particular focus on writing.	In Years 1-6, the number of children achieving age related expectations will increase from (Summer 2025 assessments):  Reading: 63% (7 out of 11) Writing: 45% (5 out of 11) Maths: 72% (8 out of 11)
To increase attendance for pupils eligible for PP.	Increase the attendance of identified pupils who had attendance below 95%.
To support children with their emotional understanding and resilience.	Increased emotional wellbeing for all pupils, as evidenced through pupil voice, learning walks and parental and staff voice. Observations show an increased level of confidence, resilience and engagement for our pupils in receipt of PPG.
To improve the access to extra-curricular activities and clubs for PP children to support	Increased opportunity and variety of clubs on offer across the school, with priority spaces given to pupils in receipt of PPG. School trips, visits and wider curriculum

the development of their self-esteem, confidence and individual skills.	provision subsidised where needed to allow PP pupils to engage in enrichment opportunities.
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## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased English leadership time to support the teaching of English across the school.	To enable longer term, sustainable change which will help all pupils by the English lead accessing focused training delivered by high quality proven trainers.  EEF Improving Literacy in KS1 and 2: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a> <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-improving-literacy-in-key-stage-2">https://educationendowmentfoundation.org.uk/news/eef-blog-improving-literacy-in-key-stage-2</a>	1
Continue to embed a consistent and progressive approach to assessment for learning.	Effective formative assessment increases pupil confidence, resilience and attainment. It fosters a continuous improvement culture across the school and makes learning more purposeful for all pupils.  EEF Embedding Formative Assessment: <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</a>	1, 3
Involvement in ongoing English Hub and Maths subject leader training	High-quality subject leader development and subject training is essential to follow EEF principles and to ensure our subject leaders are driving improvements across the school. This will impact pupil and staff confidence, as well as attainment and progress across the school.  EEF Leadership: <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/leadership?utm_source=/guidance-for-teachers/leadership&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Subject%20Leadership">https://educationendowmentfoundation.org.uk/guidance-for-teachers/leadership?utm_source=/guidance-for-teachers/leadership&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Subject%20Leadership</a>	1
Maths and English subject leader time every half term, to monitor teaching	Providing subject leaders with adequate time and resources to champion change and progression in their subject will support the progression of all pupils.	1

<p>and learning across these subjects, and time to work alongside staff (CPD)</p>	<p>EEF Improving Literacy in KS1 and 2:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-improving-literacy-in-key-stage-2">https://educationendowmentfoundation.org.uk/news/eef-blog-improving-literacy-in-key-stage-2</a></p>	
<p>Further embedding the Read Write Inc programme across EYFS and KS1, as well as further purchase of RWI resources for pupils in KS2</p> <p>Termly training from a RWI consultant for targeted staff and groups of children.</p>	<p>Systematic synthetic phonics programmes such as Read Write Inc support the development of all pupils by teaching children to read by building strong phonics and reading foundations. Additional phonics support, resources and interventions are key to ensure all children keep up.</p> <p>EEF Phonics:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1, 3</p>

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

Budgeted cost: £6,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Each pupil in receipt of PPG will receive targeted individual support during lessons</p>	<p>Previous experience of PPG time, ELSA and teaching assistant support demonstrated the positive impact of this type of support. Termly pupil progress meetings, and reviews of provision for PP pupils highlight this level of intervention to be successful.</p> <p>EEF Improving Literacy in KS1 and 2:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-improving-literacy-in-key-stage-2">https://educationendowmentfoundation.org.uk/news/eef-blog-improving-literacy-in-key-stage-2</a></p> <p>OFSTED English Review:  <a href="https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english">https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english</a></p> <p>DfE Writing Framework:  <a href="https://www.gov.uk/government/publications/the-writing-framework">https://www.gov.uk/government/publications/the-writing-framework</a></p>	<p>1, 3</p>

ELSA support	<p>ELSA support provides children the opportunity to develop vital social, emotional skills, manage feelings and improve self-esteem.</p> <p>EEF Social and Emotional Learning:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	2, 3
Teaching assistants delivering small group and individual in class support and interventions, including trained HLTAAs supporting the teaching of Maths in KS2	Children will receive additional support for their learning or emotional needs to enable them to maximise participation and progress. Targeted support and interventions will address gaps in learning and aim to catch children up to meet age related expectations.	1, 2, 4
Purchase of online subscription services (LetterJoin, SumDog)	Giving children access to a different form of learning, addresses the different learning styles that pupils have.	1, 4
Family Support Worker Input	<p>Family support worker input allows families and school to work in partnership to support the emotional wellbeing, attendance and progress of pupils.</p> <p>EEF Social and Emotional Learning:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	1, 2, 3

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residentials, trips, workshops, extra-curricular activities partially or wholly subsidised	<p>Allowing pupils access to the same opportunities as all pupils across the school, fulfilling their potential by boosting confidence.</p> <p>Residential and trips outside of school will improve pupils independence, confidence and collaborative learning skills.</p>	3, 4

Wellbeing support (including ELSA time, additional ELSA training, family support worker, introduction of school dog)	EEF Social and Emotional Learning: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2, 3
Named attendance lead, family support worker and ELSA to support families and children if regular attendance and punctuality is difficult.	Improving attendance and punctuality is a multi-force mission, often requiring different approaches in different contexts. The support of a number of members of our team enables all children and families to receive the right support.  EEF Supporting School Attendance: <a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a>	2, 3
Teachers to deliver clubs until 4/4.15pm across the week. Priority to be given to children in receipt of PPG.  Additional sports clubs offered to all children before and after-school.  All after school clubs delivered by teachers and sports coach offered free of charge.	Introduction of teacher led clubs during 2024-25 academic year, with continuation this academic year (2025-26). High level of engagement across the school for a variety of clubs.  EEF: Extending School Time: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	3, 4

**Total budgeted cost: £21,125**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Outcome 1: Attainment of pupils**

We have analysed the performance of our school's disadvantaged pupils during the academic year 2023-2024, using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Across the school, 67% of Pupil Premium reached at least the expected standards in reading with 25 % achieving greater depth and 58% reached at least the expected standard in maths and writing. No PP children completed the phonics screen in Year

#### **Outcome 2: Improve attendance**

Pupil premium children had an overall attendance of 95% slightly better than 'all children and above national averages.

#### **Outcome 3 and 4: Emotional Well-being**

All PP pupils received 1:1 time each week with a TA for their mental well-being and reading support. Family support worker supported the vulnerable families/ pupils where needed. Emotional Well-being 67% of PP pupils received ELSA support (with JM) where needed with positive outcomes on emotional and mental well-being.