

**Pupil premium strategy statement Alder Brook, Walnut Road,
Winton, Salford M30 8LE**



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024, "year 3", 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	Alder Brook PRU, Walnut Road, Winton, M30 8LE
Number of pupils in school	69
Proportion (%) of pupil premium eligible pupils	59 out of 69 pupils (at time of completing report, as with SEMH setting we have fluctuating figures), so 85.5% of cohort is PP.
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024 (Yr3 review)
Statement authorised by	School governing board
Pupil premium lead	Giles Caldwell (HT) Assist – Kate Livesley
Governor lead	Mrs. Debbie Ramsey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 43627.50
Recovery premium funding allocation this academic year	£8,410
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£52,037.50

Part A: Pupil premium strategy plan

Challenges

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

Statement of intent

At Alder Brook we aim to use our Pupil Premium and Recovery Premium in the most beneficial way to support our children and families and ensure there is positive impact. We aim to use our funding to offer high quality education, which is under-pinned by high staff ratios, low class numbers, expectations on accelerated attainment, SALT, OT and specific interventions.

The Income Deprivation Affecting Children Index (IDACI) measures the proportion of all children aged 0 to 15 living in income deprived families. This is one of two supplementary indices and is a sub-set of the Income Deprivation Domain. Manchester is one of the most deprived local authorities on this measure Around 30 per cent of children in Manchester are living in income-deprived families according to this measure (*Source - The English Indices of Deprivation 2019 (IoD2019)*).

Index of Multiple Deprivation (IMD) Decile (where 1 is most deprived 10% of LSOAs), The vast majority of Salford is described as in the 10% with a score of 1.

35 out of 39 pupils (at time of completing report, as with SEMH setting we have fluctuating figures), so 89.74% of cohort is PP.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for secondary school.

Challenge number	Detail of challenge
1	Gaps in reading, writing and maths. Impact of loss of education owing to lockdown, class, and bubble closure.
2	SEMH , supporting children with accessing the curriculum with interventions and support to overcome the barriers listed below. Around 12% of pupils in primary school are on SEN support (DfE, 2016). Within primary schools, the most common primary types of need are speech, language and communication needs (28.4%); moderate learning difficulties (26.7%); social, emotional and mental health difficulties (16.1%) and specific learning difficulties (10.8%).
3	Attendance of children prior to attending Alder Brook resulting in lost learning opportunities. Using Alder Brook transport to assist in children attending school and buying into the EWO service to support the family liaison officer with attendance engagement with parents.
4	Speech and Language with children attending missing a significant period of attendance in education resulting in underdeveloped language skills.
5	Social mobility with limited access and opportunity for cultural capital . The majority of our children and family do not have the financial and means ability to explore local and national identity through cultural capital opportunities and experiences. These experiences were furthermore hindered due to COVID.

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																
<p>Challenge 1</p> <p>Rapid progress and improved attainment for our disadvantaged and vulnerable pupils in reading, writing and maths.</p>	<p>For all pupils to make at least one terms progress in a term (expected progress). If the pupil has identified barriers to learning an agreed personalised journey and targets will be achieved.</p> <p>Progress over 3 terms, at least expected progress</p> <table border="1" data-bbox="794 528 1465 741"> <thead> <tr> <th></th> <th>21-22</th> <th>22-23 (3 learning pathways)</th> <th>2023-2024</th> </tr> </thead> <tbody> <tr> <td>Read</td> <td>72.5%</td> <td>82%</td> <td>72%</td> </tr> <tr> <td>Write</td> <td>75%</td> <td>63%</td> <td>84%</td> </tr> <tr> <td>maths</td> <td>81.4%</td> <td>57%</td> <td>84%</td> </tr> </tbody> </table> <p>2021-2022 - Above shows the percentage of pupils who made expected or more (one term or more in a term) progress over 3 terms. More pupils achieved at least expected progress in maths than reading and writing.</p> <p>2022-2023 - The data is broken down into the three learning pathways; formal, semi-formal and pre-formal. This is due to the increasingly wide spread of SEND and severe and complex nature of needs. The data for formal learners is higher in all three subjects.</p> <p>2023-2024 – We saw a high increase in the number of pupils achieving their personalised expected progress in writing and maths. By creating the three pathways and setting personalised, ambitious but achievable targets pupils achieved, were celebrated and recognised for their progress.</p>		21-22	22-23 (3 learning pathways)	2023-2024	Read	72.5%	82%	72%	Write	75%	63%	84%	maths	81.4%	57%	84%
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<p>Challenge 2</p> <p>Children to overcome barriers to learning in terms of supporting their SEMH needs.</p>	<p>Children to show decreased anxiety and barriers to learning. Children to be supported in reducing their emotional problem scoring, conduct problem scoring, hyperactivity score and peer problem scores using SDQ's. Pupils meeting their IPP (IEP) targets. Due to the varying numbers of pupils on roll to be comparable is number of incidents per pupil on roll so this would be 3.3 incidences of harm to others or self that meant physical intervention was necessary in Autumn term 2021. In Autumn 2022 this rate was 6.6.</p> <p>During Autumn 2022 - a specific child had a very high level of incidences resulting in physical intervention to keep them safe and those around them safe. This meant an increase in the rate for physical interventions per pupil compared to Autumn 2021. Upon further data analysis for Autumn 2022</p>																

	<p>the incidences resulting necessary use of physical intervention rate per pupil nearly halved from 1.7 to 0.9 RPIs per pupil during the term.</p> <p>2022-2023 by the end of the academic year there were 73 PP pupils on roll. Due to the increase in pupil numbers compared to the previous 3 years and the wider spread of SEND need within the pupils a quantitative analysis for whole school is not a true reflection of the progress and actual picture. Pupils who were previously not attending any educational provision through planned transition and reviews ended the year attending full time or surpassing personal targets and attending site. Pupils who previously displayed high levels of dysregulation and harm to others were supported through alternative provision and this enabled more regulation within the pupil and reduction in harm to self and others.</p> <p>2023-2024 –The number of pupils on roll during this academic year rose quickly reaching highest numbers throughout the year on record. We had 86 pupils on roll during the year. The increase of pupil numbers also increased the SEND need and the wide spread needs. The raw score of the number of restrictive physical interventions on the system is no longer a quantitative indication due to a number of factors. Equally, the use of SDQ scores have not supported a clear indication of progress due to pupils moving classes, change of staff and increases in pupil numbers. The positive academic progress, attendance and pupils being placed in the setting (increased numbers) supports that the setting is positively supporting pupils with SEMH needs.</p>
<p>Challenge 3 Improved attendance in comparison to mainstream provision</p>	<p>To aim for attendance and punctuality to be in line with National figures. For individual pupils' attendance to have improved from their previous setting. Increasing numbers of parents attend all parent support sessions offered by subject leaders. Autumn 2021 attendance was 80%. Attendance has been in decline this term but it is a whole school focus on the school development plan and the pupil premium plan.</p> <p>Autumn 2022 attendance – 85.5% this is a rising figure. The FLO is following up regularly with poor and persistent low attendance pupils and reporting to the LA. The FLO is working closely with the EWO to ensure pupils are attending school as much as possible and consistently.</p> <p>2023-2024 – attendance – 86 pupils were on roll during the academic year (80 on roll in July 2024).</p>

	<p>We had much higher numbers of pupils on roll throughout the academic year than has been seen before. We had an increase of pupils with complex needs that impacted and on their attendance to full time provision on site.</p> <table border="1" data-bbox="802 275 1465 320"> <tr> <td>Overall attendance</td> <td>83.6%</td> </tr> </table>	Overall attendance	83.6%										
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<p>Challenge 4 Improved speech and language ability</p>	<p>Children to receive targeted interventions and SALT to support for children who have missed significant building blocks or have language delays and barriers.</p> <table border="1" data-bbox="802 521 1398 689"> <tr> <td>Under SALT service/ SALT targets 2021-2022</td> <td>Achieved targets/ discharged</td> </tr> <tr> <td>11</td> <td>6</td> </tr> </table> <table border="1" data-bbox="802 741 1398 909"> <tr> <td>Under SALT service/ SALT targets 2022-2023</td> <td>Achieved targets/ discharged</td> </tr> <tr> <td>12</td> <td>8</td> </tr> </table> <table border="1" data-bbox="802 960 1398 1128"> <tr> <td>Under SALT service/ SALT targets 2023-2024</td> <td>Achieved targets/ discharged</td> </tr> <tr> <td>18</td> <td>10</td> </tr> </table>	Under SALT service/ SALT targets 2021-2022	Achieved targets/ discharged	11	6	Under SALT service/ SALT targets 2022-2023	Achieved targets/ discharged	12	8	Under SALT service/ SALT targets 2023-2024	Achieved targets/ discharged	18	10
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<p>Challenge 5 Improved and extend Cultural Capital experiences.</p>	<p>A clear strategic, broad, and balanced plan for cultural capital opportunities through curriculum.</p> <p>Each class group/pod has several experiences that support and enhance the curriculum through internal and external opportunities.</p> <p>For pupils to discuss their aspirations.</p> <p>The number of events pupils experience will have a positive impact on challenge 1 – academic data.</p> <p>2023-2024 - Every class experienced a cultural capital event or trip every term at the start of their topics and at the end of term.</p>												

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: £26, 018.75 – 50% of the PP budget allocated.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils Moderation including external moderation termly.</p> <ul style="list-style-type: none"> - Subject curriculum overview reviews yearly or as needed to respond to the needs of the pupils. - Subject reviews with book looks, assessment and learning walks termly. - Internal and external CPD for all staff. - A curriculum pivoted towards reading, writing, maths and SEMH (PSCHE). - A balanced curriculum with weekly interventions and focused sessions on SEMH (PSHE) 	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF’s guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches. • Evidence Based Education’s Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness. <p>Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF ‘Cognitive Science Approaches in the Classroom: A Review of the Evidence’ summarises the evidence for teachers.</p>	<p>Challenge 1, 2, 3, 4 and 5</p>

<p>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning</p> <ul style="list-style-type: none"> - Internal and external CPD for all staff. - Curriculum planned to include models for supporting longterm memory including sequential learning. 	<p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit and guidance reports. • The EEF’s ‘Effective Professional Development’ guidance report offers support in designing and delivering PD and selecting external PD. <p>The EEF has developed support tools to go alongside the ‘Effective Professional Development’ guidance, such as ‘Considering a balanced design’, and more here.</p>	<p>Challenge 1, 4</p>
<p>Mentoring and coaching</p> <ul style="list-style-type: none"> - Level 2 and 3 coaches in the leadership team coaching other staff. - Senior leaders accessing external mentoring and coaching. 	<p>A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. Supporting resources:</p> <p>The EEF guidance on ‘Effective Professional Development’ is accompanied by a poster to help consider the ‘Effective Mechanisms of PD’ - i.e. what are the essential elements that make mentoring or coaching more likely to be effective.</p>	<p>Challenge 1, 2</p>

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

Budgeted cost: £ 13,009.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions to support language development, literacy, and numeracy</p> <ul style="list-style-type: none"> - Bespoke planning from teachers. - Precision teach - Dyslexia-based interventions and resources. - S&L interventions. - SEMH interventions. 	<p>Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.</p> <p>Supporting resources:</p> <ul style="list-style-type: none"> • The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme. <p>The EEF has dedicated web pages on effective approaches to support literacy and numeracy.</p>	<p>1, 2, 3, 4</p>
<p>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</p> <ul style="list-style-type: none"> - SEMH focused sessions weekly, - Trips and visits to wider experiences (cultural capital) - SEMH evidence based intervention weekly. - PSCHE sessions weekly. 	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources:</p> <p>The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence-based recommendations to support pupils with SEND</p>	<p>1,2, 3, 5</p>
<p>Teaching assistant deployment and interventions</p> <ul style="list-style-type: none"> - CPD for all levels of staff. - Evidence based intervention programmes. 	<p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance report on Making 	<p>1, 2, 4</p>

	<p>the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction.</p> <p>The EEF Toolkit has a strand on teaching assistant interventions.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 13,009.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting pupils’ social, emotional and behavioural needs</p> <ul style="list-style-type: none"> - Whole class and targeted SEMH focused sessions. - Targeted group sessions on evidence based SEMH interventions. - Individual support plans and learning plans for specific children. - Access to Alternative provision activities. 	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</p> <p>Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. • The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. <p>The EEF Toolkit has a strand on social and emotional learning and behaviour interventions</p>	1, 2 ,3 ,4 and 5
<p>Supporting attendance</p> <ul style="list-style-type: none"> - Using EBSA pathway to support attendance. - Referring to services to support families and pupil ie Early Help/ Educational psychologist. - Multi-agency approach to supporting families. - Parental contracts. - Part funding EWO 	<p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources:</p> <p>The EEF guidance report on ‘Working with Parents to Support Children’s Learning’ includes a focus on offering more intensive support, which can include approaches to support attendance</p>	2, 3 and 5

<ul style="list-style-type: none"> - Part funding Family liaison officer - Home visits - Access to Alternative provision activities. 		
<p>Communicating with and supporting parents</p> <ul style="list-style-type: none"> - Dedicated member of staff – family liaison officer. - Half termly parental events in school. - Tailoring to the families such as requests for homework/ reading books. - Range of communications tools – email/ phone/ text. 	<p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit has a strand on parental engagement. <p>The EEF guidance report on 'Working with Parents to Support Children's Learning' offers practical approaches and insights for communicating and supporting parents.</p>	<p>1, 2 and 3.</p>

Total budgeted cost: £ 52,037.50

Estimated PP spend £52,037.50

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Through bespoke interventions and personalised plans with specialist support teaching aid children made steady progress. JOP's and review meetings tracked improvement in attainment. Targeted children in this area Improved quantity and quality of work through fine motor skills. Improved balance and coordination for gross motor skills.

Impact was demonstrated by Lowered RPI's. Of the 26 children who attended the full year and had interventions based around their SEMH, 42.3% of children who had RPI's in the Autumn term reduced their numbers during the Summer term. 42.3% showed no increase in number of RPI's they, so a combined total of 84.6% improved or didn't decline over this period. Considering the impact of COVID on anxiety, the numbers show the positive impact of the interventions over this period.

Attainment of pupil premium children in reading who attended all three terms over the academic year 2021 – 2022 is as follows.

Status	Declined attainment	No attainment	Below expected progress	Expected progress	ARE	Above expected
Pupil Premium	0	1 (3%)	5 (16%)	3 (9%)	4 (13%)	13 (41%)
Non-Pupil Premium	0	0	7 (%)	1 (3%)	4 (13%)	5 (16%)

Attainment of pupil premium children in writing who attended all three terms over the academic year 2021 – 2022 is as follows.

Status	Declined attainment	No attainment	Below expected progress	Expected progress	ARE	Above expected
Pupil Premium	0	0	14 (43.75%)	3 (9.38%)	0	7 (21.88%)
Non-Pupil Premium	0	1 (3%)	3 (9.38%)	1 (3%)	0	3 (9.38%)

Attainment of pupil premium children in maths who attended all three terms over the academic year 2021 – 2022 is as follows.

Status	Declined attainment	No attainment	Below expected progress	Expected progress	ARE	Above expected
Pupil Premium/+	0%	2 (6.25%)	3 (9.38%)	4 (12.5%)	4 (12.5%)	11 (34.38%)
Non-Pupil Premium/+	0 0%	0 0%	1 (3%)	3 (9.38%)	0 (0%)	4 (12.5%)

Externally provided programmes

Programme	Provider
Speech, Language and Communication	Salford NHS
Reading	Oxford Owl
Times Tables	TT Rockstars
Occupational Therapy	Salford NHS
Zoom	Zoom video communications
Oxford Reading Owl	Oxford University Press
Phonics Play	Phonics Play Ltd
Twinkl	Twinkl.org
Educational Psychologist	EP service, Salford

Service pupil premium funding (optional)

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