

## Pupil premium strategy statement (primary)

1. Summary information					
School	Alexandra Primary School				
Academic Year	2018-19	Total PP budget		Date of most recent PP Review	Oct 2018
Total number of pupils	699	Number of pupils eligible for PP	112	Date for next internal review of this strategy	Feb 2019

2. Attainment (KS2) - Summer 2017-18		
	<i>Alexandra Pupils eligible for PP</i>	<i>PP Pupils Nationally (2017-18)</i>
% achieving in Reading, Writing and Maths (Expected +)	60%	70%
% achieving in Reading, Writing and Maths (Exceeding)	12%	12%
% achieving at the expected standard or better in reading	76%	80%
% achieving at the expected standard or better in writing	84%	-
% achieving at the expected standard or better in maths	68%	81%
% making progress in reading	-0.10	-
% making progress in writing	-	-
% making progress in maths	-0.25	-

### Attainment (KS1) - Summer 2017-18

	<i>Alexandra Pupils eligible for PP</i>	<i>PP Pupils Nationally (2017-18)</i>
% achieving in Reading, Writing and Maths		

% achieving at the expected standard or better in reading	44%	
% achieving at the expected standard or better in writing	44%	
% achieving at the expected standard or better in maths	33%	

Whole school PPG Current attainment – (Baseline) 2018-19									
Current year groups. Results are the end of last academic year.	End of Year 2017-18								
	Reading			Writing			Maths		
	Below	Expected	Exceeding	Below	Expected	Exceeding	Below	Expected	Exceeding
<b>Y1 – PP (6)</b>	1 17%	5 83%	0	0	6 100%	0	1 17%	5 83%	0
<b>Y1 – Non-PP (81)</b>	18 22%	54 67%	9 11%	19 23%	54 67%	8 10%	16 20%	56 69%	9 11%
<b>Y2 – PP (9)</b>	5 56%	3 33%	1 11%	5 56%	4 44%	0	6 67%	3 33%	0
<b>Y2- Non-PP (78)</b>	24 31%	46 59%	8 10%	46 59%	39 50%	3 4%	39 50%	36 46%	3 4%
<b>Y3 – PP (14)</b>	6 43%	6 43%	2 14%	7 50%	4 29%	3 21%	6 43%	6 43%	2 14%
<b>Y3 – Non-PP (67)</b>	32 48%	25 37%	10 15%	29 43%	24 36%	14 21%	26 39%	30 45%	7 10%
<b>Y4 – PP (19)</b>	6 32%	13 68%		10 53%	9 47%	0	9 47%	9 47%	1 6%
<b>Y4 – Non-PP (63)</b>	24 38%	20 32%	19 30%	25 40%	26 41%	12 19%	20 32%	30 48%	13 21%
<b>Y5 – PP (18)</b>	9 50%	8 44%	1 6%	11 61%	5 28%	2 11%	10 56%	5 28%	3 17%
<b>Y5 – Non-PP (72)</b>	20 28%	34 47%	18 25%	34 47%	31 43%	7 10%	19 26%	33 46%	20 28%
<b>Y6 – PP (26)</b>	10 38%	14 54%	2 8%	12 46%	13 50%	1 4%	12 46%	13 50%	1 4%
<b>Y6 – Non-PP (63)</b>	25 40%	31 49%	7 11%	30 48%	27 43%	6 10%	20 32%	35 56%	8 13%
<b>Y7- PP (25)</b>	6 24%	15 60%	4 16%	4 16%	16 64%	5 20%	8 32%	11 44%	6 24%
<b>Y7 - Non-PP (92)</b>	17 18%	42 46%	33 36%	17 18%	41 45%	32 35%	13 14%	38 41%	42 46%

### **Baseline 2018-19**

The table above shows attainment for the end of the last academic year (2017-18). Currently, in Year 6 the Non-Disadvantaged pupils are attaining slightly higher than the disadvantaged pupils across all standards in Reading, Writing and Maths (between 5-7%). The gap between the Disadvantaged and Non-Disadvantaged to achieve all standards is closing. In Maths, the gap is slightly wider for greater depth (7%) and the difference is 5% in Reading and Writing.

A pupil premium group are going to attend an after-school club at the Griffin Park Learning zone, which is focusing on speaking and listening, Literacy and Numeracy skills.

In Year 5, the non-disadvantaged group are out-performing the disadvantaged group. In Reading the gap is closing but in Writing and Maths, there is a wider difference. There is only a 1% difference between disadvantaged and non-disadvantaged pupils achieving the exceeding standard in Writing. The gap is much wider for below and greater depth across all three subjects.

In Year 4, there are no disadvantaged pupils working at exceeding in Reading and writing and one child in Maths. There should be a greater emphasis on challenge for More Able disadvantaged pupils. Identification of this group and focused support to ensure this is addressed. The difference between disadvantaged and non-disadvantaged children achieving the expected standard in Writing and Maths is narrowing. (6% in Writing and 1% in Maths).

In Year 3, the difference between disadvantaged pupils and non-disadvantaged pupils exceeding in Reading has closed to 1% and it is equal in Writing at 21% for both groups of pupils. There is only a difference of 4% in Maths. The difference between disadvantaged pupils and non-disadvantaged pupils reaching the expected standard in Reading, Writing and Maths has reduced too.

In Year 2, there are currently no disadvantaged pupils achieving the exceeding standard in Maths and Writing. There is one disadvantaged pupil achieving exceeding in reading. The exceeding standard for reading has increased since last year and the gap is now only 1% between disadvantaged and non-disadvantaged pupils. There are wider differences in those children achieving the expected standard.

In Year 1, there are no disadvantaged pupils achieving the exceeding standard in all three subjects. There is a considerable gap between the disadvantaged pupils and the non-disadvantaged pupils.

It is evident that the reading strategies have enhanced the reading attainment across the school and this has had an impact on all children and the PPG children have particularly benefited from this. The focus this year will be Maths and in some areas of the school; more able disadvantaged.

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Assessment procedures in place to ensure PPG pupils are monitored and tracked more closely
<b>B.</b>	Limited amount of More able disadvantaged achieving the exceeding standard
<b>C.</b>	Pupil language development due to high volume of high EAL and mobile PPG pupils who enter the school with a low starting point.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Low or inconsistent attendance for pupils eligible for PPG

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Identified gaps are addressed and met by a robust assessment system and an effective	Assessment practice is robust so that no child has a gap in their

	broad and balanced curriculum.	learning as they progress through the school. A higher percentage of PPG pupils achieve at the expected standard or better. Scholar pack will aid this as PPG pupils will be able to be tracked more closely.
<b>B.</b>	Curriculum delivery and lesson delivery is better matched to the needs of More Able pupils across the school.	Monitoring of lessons particularly outcomes for PPG More Able pupils indicates improved engagement and a higher percentage working at the exceeding standard or making improved progress.
<b>C.</b>	Assessment system identifies issues with pupil language development and curriculum is developed to match and meet needs of pupils.	Improved language development evidenced through pupils speaking and listening skills and outcomes in English and across the curriculum.
<b>D.</b>	Increased attendance rates for pupils eligible for PPG	Reduce the number of persistent absentees among pupils eligible for PP by ----%. Overall PP attendance improves to 96% in line with Non-disadvantaged pupils. Currently 24% of the PP pupils have an attendance of below 97%

## 5. Planned expenditure

**Academic year**

**2018-19**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>A</b> Identified gaps are addressed and met by a robust assessment system and an effective broad and balanced curriculum.	-Training on current assessment procedures -Development of tighter pupil monitoring	-New and updated assessment procedures only introduced this year through Scholar Pack -Evidence from prior attainment group and previous attainment	-Whole school strategy -SLT responsible for key areas -Regular monitoring and feedback -Review of system	JM SLG SLT	Termly
<b>B</b> Curriculum delivery and lesson delivery is better matched to the needs of More Able pupils across the school.	-In school training -Resources new curriculum -learning from best practice	-Data suggests that there are not enough More Able PPG meeting the exceeding standard. -Ofsted in July 2017 identified the More Able Disadvantaged pupils as a group as a focus of improvement.	- Whole school strategy -SLT responsible for key areas -Regular monitoring and feedback -Review of system	JM SLG SLT YGLs Phase leaders	Every half term and via Phase and Year group meetings

<p><b>C</b> Assessment system identifies issues with pupil language development and curriculum is developed to match and meet needs of pupils.</p>	<p>-Development of language across the curriculum -Exposure to quality and engaging text. -In-school training and modelling</p>	<p>-Pupil outcomes -Lesson monitoring -Pupil voice -Gap between Non-EAL pupils and EAL pupils is widening.</p>	<p>-Whole school strategy -SLT responsible for key areas -Regular monitoring and feedback -Review of system</p>	<p>JM SLG SLT IB (EAL)</p>	<p>Every half term</p>
<p><b>D</b> Increased attendance rates for pupils eligible for PPG</p>	<p>-Currently 27% (29 pupils) of the PP pupils across the school have an attendance of below 97% - 8% of the PP children (9 pupils) have an attendance of below 91%</p>	<p>-Some pupils not achieving to their potential due to absence -Engagement of some families and significance of term time leave.</p>	<p>-Whole school strategy -Regular attendance checks and monitoring of PP pupils to track any changes -Initiatives such as GPLZ offered to enthuse and promote the benefits of being at school -Class mufti days if 100% pupils attend.</p>	<p>JM JB SA</p>	<p>Weekly</p>
<b>Total budgeted cost</b>					

ii Planned expenditure: Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A, B and C</p>	<p>-TA/CT Targeted support in English and Maths led by CT and/or TA to meet pupils needs and to enable children receiving PPG to fully access the learning within their class</p>	<p>-Pupil outcomes -Gap widening in Maths between PP and Non-PP pupils</p>	<p>-Monitoring of intervention programmes -Setting targets and measuring progress -Robust assessment procedures.</p>	<p>SLG, SLT YGLs</p>	<p>Half termly</p>

D	<p>-ELSA support for those vulnerable. Emotional Literacy Support Programme (ELSA)</p> <p>The Emotional Literacy support Assistants will undertake a focused and targeted programme throughout the academic year</p> <p>Of those identified academic year of 2017-18, 50% (12 out of 24 children) are PP.</p> <p>Pupils will be identified through:</p> <p>Half termly pupil progress meetings</p> <p>Annual results of the school PASS Survey</p> <p>Staff and parental concerns as and when they arise.</p> <p>-Pastoral support for children</p> <p>-GPLZ club to enthuse and inspire children with their learning.</p> <p>GPLZ after-school club to target disadvantaged pupils in Year 6. The club takes place in a different environment to school and will make links with our local community. The children will engage in Literacy, Numeracy and ICT based activities to produce a verbal news report.</p> <p>Outcomes from last year have shown a marked improvement in children's attitude to learning and their attainment, especially in Writing where the gap closed slightly over the course of last year.</p>	<p>-Attendance figures (see above)</p> <p>-Punctuality of PPG pupils</p>	<p>-JB to monitor alongside JM</p> <p><b><u>-Outcomes:</u></b></p> <p>There will be an increased level of attainment of the group of 12 Disadvantaged children</p> <p>There will be an increased level of engagement and enthusiasm amongst the group.</p> <p><b><u>Monitored through:</u></b></p> <p>-Core skills identified before the club and analysed after the club has taken place.</p> <p>-Report from the GPLZ staff to monitor the changes over the period of 6 weeks.</p> <p>-Attitude to learning monitored and analysed via a pupil survey based on them receiving the club vs those who did not attend</p>	JM, JB, SA	Weekly
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iii Planned expenditure: Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D	<ul style="list-style-type: none"> <li>-increased monitoring by JM and JB</li> <li>-work with families</li> <li>-GPLZ after school club to boost self-esteem and contribute to raising attainment. (See above.)</li> </ul>	<ul style="list-style-type: none"> <li>-Attendance rates of PPG pupils</li> <li>-Number of PPG pupils being judged to be persistent absentees.</li> <li>-Gaps in learning for some pupils with poor attitude and attendance.</li> <li>-English and Maths in a different environment – learning zone. This means that the children will benefit from attention and see it as a privilege to be selected.</li> </ul>	<ul style="list-style-type: none"> <li>-Attendance monitored</li> <li>-Surveys to show pupil attitudes before and after the GPLZ club. Learning attitude and behaviour.</li> <li>-Monitoring by HT and regular data collection.</li> <li>-Targeting of families/pupils and giving them advice and support</li> </ul>	Office staff and JM	Weekly
<b>Total budgeted cost</b>					

**6. Review of expenditure from previous academic year (2017-18)**

Previous Academic Year		2017-18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p><b><u>In-class support:</u></b></p> <p>Allow Class Teachers to work with our More-Able Disadvantaged to accelerate and maintain progress.</p>	<p>Allow teachers to work with the most vulnerable in the class as support staff can be used to support other groups within the classroom.</p> <p>Support staff to do targeted interventions where appropriate based on data and observations from class-teachers and/or senior leaders</p>	<p>There was a focus on supporting PP children in the classroom last year. Teachers included focus groups on their planning and accounted for their disadvantaged children.</p> <p>In KS2 the disadvantaged pupils achieving the higher standard in reading, writing and maths met the percentage nationally of 12%</p> <p>Work on Bloom's taxonomy and challenge in the school is on-going. However, it has had an impact on children's attainment so far with all pupils (Non-PP and PP) have had a significant increase in % of those achieving the exceeding standard compared to previous years.</p> <p>Reading above expected: 2 year trend of 26%, 36% compared to LA 31% and National 28%                      Writing above expected: 2 year trend of 21%, 34% compared to LA 27% and National 20%                      Maths above expected: 2 year trend of 26%, 42% compared to LA 31% and National 24%                      RWM combined: 11%, 23% compared to LA 15% and National 10%</p>	<p>There was a significant increase for KS2 so this will definitely be continued.</p> <p>There still remains a gap between the Non-Disadvantaged pupils and the Disadvantaged pupils.</p>	
<p><b><u>More able disadvantaged: CPD of staff</u></b></p> <p>To improve attainment through the professional development of staff to cater for the more able disadvantaged pupils</p>	<p>INSET time to staff to train them to use the strategy of Bloom's taxonomy when planning</p>	<p>Work on Bloom's taxonomy and challenge in the school is on-going. However, it has had an impact on children's attainment so far with all pupils (Non-PP and PP) have had a significant increase in % of those achieving the exceeding standard compared to previous years.</p> <p>Questioning is a focus in planning and delivery of lessons. More focused attention has been made to include this within the daily routine.</p> <p>Challenge has been made a focus but still needs to be continued as a focus. On learning walks conducted, children's learning is sometimes</p>	<p>Continue with this as a focus as we aim to provide more challenge for pupils in their lessons.</p>	



ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p><b>ELSA:</b></p> <p>To enable our children to develop resilience and positive attitudes</p> <p>Targeted pupils will be emotionally ready to learn and able to access the curriculum quickly.</p> <p>To close progress/ attainment gaps in Reading, Writing and Maths</p> <p>To improve pupils' emotional resilience and positive attitudes to being successful learners</p>	<p>Emotional Literacy Support Programme (ELSA)</p> <p>The Emotional Literacy support Assistants will undertake a focused and targeted programme throughout the academic year</p> <p>Of those identified academic year of 2017-18, 50% (12 out of 24 children) are PP.</p> <p>Pupils will be identified through:</p> <p>Half termly pupil progress meetings</p> <p>Annual results of the school PASS Survey</p> <p>Staff and parental concerns as and when they arise.</p>	<p>ELSA: 50% of the children receiving ELSA were disadvantaged pupils.</p> <p>The ELSA programme has given children the confidence to recognise their emotions. It has developed their social skills and strategies to cope with certain emotions.</p> <p>Children are reminded of their strategies and it gives them a time to talk.</p> <p>Some children have received nurture support due to family issues and instability. This has helped them focus on their learning as they have had an opportunity to talk through what is troubling them.</p> <p>The ELSA support has involved programmes such as self-esteem, emotions, empathy and resilience, which help children to build these skills into their everyday practice. These programmes also link to our APS values.</p>	<p>If the child is expressing difficulties because of an emotional behaviour, then ELSA really works. Children identified because of learned behaviour or non-emotional then it is not the programme for them.</p> <p>This should continue as it has had an impact on the children.</p>	

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p><b><u>GPLZ after-school club</u></b></p> <p>-To enthuse pupils attitude to learning via an after-school club</p> <p>-To further enhance their Literacy, Numeracy and ICT skills and apply their skills from the classroom to another environment outside of school</p>	<p>Trips and clubs to further enhance the learning in the classroom.</p>	<p>See individual reports on the success of the GPLZ for targeted children. Generally there was a marked improvement in behaviour and raised self-esteem. The children were given a chance to be listened to and talk through any issues they may have.</p> <p>There was an increased level of attainment of the group of 12 Disadvantaged children</p> <p>There was an increased level of engagement and enthusiasm amongst the group.</p> <p><b><u>Monitored through:</u></b></p> <p>-Core skills identified before the club and analysed after the club has taken place.</p> <p>-Report from the GPLZ staff to monitor the changes over the period of 6 weeks.</p>	<p>We will continue with this as we have seen a marked improvement.</p> <p>-Attitude to learning monitored and analysed via a pupil survey based on them receiving the club vs those who did not attend.</p> <p>We will be targeting more pupils this year and also a link between PP children with additional SEN.</p>	
<p><b><u>Equal opportunities outside of the classroom for disadvantaged pupils:</u></b></p> <p>- To ensure equal access to opportunities in-line with their non-disadvantaged peers</p>	<p>All children should have the opportunity to access the residential school trip whatever their financial circumstances.</p>	<p>We subsidised one child to attend the Y6 residential. The family paid £50 towards the cost.</p> <p>One other pupil was asked if they would like a place but the place was refused.</p> <p>One pupil in Y5 was funded to go to Sayers Croft.</p>	<p>We will continue to offer places for disadvantaged pupils. We do need to think about parental discussion so that they can see the benefit of their child attending. Places are often offered but refused as they do not want their child to be away from home.</p>	<p>£205</p> <p>£100</p>

**Strategies showing impact to date include:**

**Key Stage 1:**

At KS1, disadvantaged pupils are supported through the use of a range of interventions such as nurture groups and the deployment of additional teaching staff in Y2. Currently, it is evident that the gap is starting to close especially in Year 2 as in some subjects; the disadvantaged group are out-performing the non-disadvantaged group. In Year 1 the gap is wider - 44% of the children have been awarded below or just below the standard expected in Year 1 in Autumn 2017-18. Disadvantaged children who are expected to achieve the age-related expectations in Maths and Writing are performing better and this can be demonstrated through the fact that the gap is starting to close.

**Key Stage 2:**

Quality targeted interventions such as guided teaching, tuition, extra-curricular opportunities and other interventions have enabled an increase in the number of disadvantaged pupils who achieved the expected standard in all subjects at KS2. Writing is showing an increase in standards amongst the disadvantaged group as staff are finding interests and experiences as more of a stimulus for writing through the trips and opportunities provided for the disadvantaged group.

**Whole School:**

Action Research projects carried out by two members of staff with a focus on challenging using Bloom's taxonomy and widening opportunities outside of the curriculum to promote depth of learning for disadvantaged pupils across the school led to an increase in disadvantaged pupils demonstrating greater depth standard in Reading, Writing and Maths in all year groups. However, in Year 3, more of a focus needs to shift to achieving the higher standard. Our work on this as a school has begun through INSETs and staff training but we are aware that this can be further developed as suggested by our recent Ofsted report of July 2017. This has been a focus for the Autumn term and we have high aspirations for an increased percentage of attainment in all areas.

The engagement of disadvantaged pupils through the School Council and pupil voice opportunities has continued to ensure that barriers to the achievement of disadvantaged pupils are lessened and essentially removed.

**Plans for future funding include:**

-Continue to develop the provision of support for lunchtime activities to ensure that all disadvantaged pupils are given the opportunity to develop their personal skills through football and a reduction in behaviour incidences on the playground during lunchtime.

-Closing the attainment gap at greater depth standard in reading across Key Stage 2 and Year 1; and Writing in Year 2.

-Fund places for wider opportunities and promote the attendance of disadvantaged pupils at after school clubs (both sport and other clubs), as well as tuition and other extra-curricular activities.

**Tracking and Intervention:** The progress and achievement of all pupils is monitored at key points in the academic year. Any pupil (disadvantaged or not) who is in need of intervention is identified and the necessary support is put in place. This is led by the Headteacher, the SLT and Leader for SEND through regular meetings and discussions. Scholar Pack is used to analyse assessment data and to highlight differentials in performance and impact of interventions.

**Resources and Staffing:** The contribution from Pupil Premium will continue to provide a range of intervention programmes to help children reach their full potential in Literacy and Numeracy along with a reminder of the benefits of using resources to enhance learning of all pupil groups. as well as this staff are deployed to support the non-academic social and emotional barriers to their learning through Emotional Literacy Support.

We will use Scholar Pack to track and evaluate our pupil progress and attainment. Our aspirational targets will continue and ensure that our pupils [all groups] achieve more than expected from starting points and therefore demonstrate that they are ready for the next stage of their education.

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2018-19