



### Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Alexandra Primary School
Number of pupils in school	695
Proportion (%) of pupil premium eligible pupils	16% (112 pupils)
Academic year / years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	At the end of each term.
Statement authorised by	John Norton
Pupil premium lead	Jo Mansfield
Governor / Trustee lead	Natasha Woolman

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,740
Recovery premium funding allocation this academic year	£7,035
Pupil premium funding carried forward from previous years	-
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£130,775

## Part A: Pupil premium strategy plan

### Statement of intent

At APS, our intention is that all pupils receive a broad, balanced and engaging curriculum, irrespective of their background or the challenges they face so that they can be successful learner who enjoy learning. The curriculum at APS develops skills, knowledge and understanding and is a progressive model. It recognises the value of linguistic, cultural, religious and ethnic diversity to present positive images to our children in order for them to become confident individuals who are able to live safe and fulfilling lives. Children make progress and achieve high attainment across all subject areas and succeed as responsible citizens who can make positive contributions to society. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve our aims, including progress for those who are already high attainers.

Many of our children have low starting points at baseline upon entry to Nursery / Reception due to their English being an additional language. There are difficulties with identification of disadvantaged pupils in Reception due to the free school meals initiative for under 5's. Currently there are 5 disadvantaged pupils in Reception with the numbers of disadvantaged pupils in Key Stage 1 growing.

There are a number of challenges faced by vulnerable pupils, such as those who have a social worker and who are young carers with 46% of young carers in our school are disadvantaged pupils. The activities outlined are also intended to support all children's needs.

Quality first teaching and consistency are the main approaches to tackling any knowledge gaps, with a focus on areas in which disadvantaged pupils require the most support. Focus areas are identified from our assessments, ongoing teacher assessment and the outcomes of their work. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils. APS ensures that teachers are well supported, well trained and have the resources they need to support the wide range of learners within the classroom. This is supported through the programme of bridging the gap interventions and in some cases personalised learning.

APS has been using targeted support through the National Tutoring Programme for pupils who following assessment would benefit the most including disadvantaged pupils. Staff will deliver tutoring for pupils because we recognise that our children learn best with known adults. This was also evident through the last 20 months where children thrive when they are confident with known and trusted adult relationships that staff have built with the children.

Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils progress.

APS objectives are:

- For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

To ensure they are effectively met, we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Ensure that teaching and learning opportunities meet the needs of all the pupils,
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Provide support for the whole child through access to the wider curriculum offer - extra-curricular activities to develop self-confidence, self-esteem and readiness to learn.
- Monitor the progress of children

The range of provision for this group include:

- Ensuring all teaching is good and better, thus ensuring that the quality of teaching experienced by all children is improved.
- Ensuring that children move to at least age-related expectations and make progress.
- Resources are to be used to target more able children disadvantaged children to achieve Age Related Expectations and better.
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Additional learning support.
- Support payment for activities, clubs, educational visits and residential.
- Behaviour support where necessary.
- Activities to address the challenges will follow the three tiered approach to Pupil Premium provision: teaching, targeted support and wider strategies.

## Challenges

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

Challenge number	Detail of challenge
1. Oral language and vocabulary	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Early Years through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This is due to school context of 97% of our pupils are from minority ethnic groups with approximately 52 first languages other than English. Many parents face difficulties with being role models of the English language at home. Whilst we celebrate the languages our children speak at home, we recognise the need to provide structures and scaffolds to help children understand the formalities of the English language.
2. Experiences in early learning leading to greater language acquisition issues	Children not receiving expected language opportunities and / or not exposed to English and therefore leave EYFS without early language necessary for KS1
3. Phonics	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This impacts their development as readers. In Sept '21, none of the Y2 disadvantaged pupils achieved the pass mark of 32. However, 8 out of 10 achieved 32+ in December following phonic interventions.
4. Writing More Able PP	Data from formative and summative assessments suggest that writing attainment is significantly lower as a consequence of the past 20 months for all pupils. This is especially evident in More Able disadvantaged children. More Able disadvantaged pupil attainment across all subjects in general is a challenge as there are significant gaps, especially in Key Stage 1. It improves as children move to Key Stage 2 but disadvantaged pupils are behind their peers at Greater Depth standard. Mobility: 20 new pupils joined the school since September from Year 1 to Year 6. 20% are disadvantaged pupils (4) and 75% pupils (3) are working towards expectations of their year group across Reading, Writing and Maths.
5. Wellbeing	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. For example, the EEF report: 'Impact of school closures and subsequent support strategies on attainment and socio-emotional wellbeing in Key Stage 1.' This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing where stamina for sustained writing is an issue. All subjects are being monitored closely to address this challenge with constant review of the curriculum writing tasks to enthuse and motivate children with their writing.
6. Socio-economic disadvantage	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some pupils, notably due to a lack of enrichment opportunities during school closure. A rise in domestic abuse cases has been significant for our setting. Also, as children have returned to the classroom, it is evident that social skills need to be regenerated and staff are reminding children how to socialise, building friendships once again, turn-taking and have been reminding them of our school expectations, routines behaviour expectations and their learning behaviour – readiness for learning. Teacher referrals for support have markedly increased during and since the pandemic. 10 disadvantaged pupils currently require additional support with social and emotional needs and 4 pupils have received therapeutic support previously and are still monitored. 8 disadvantaged pupils receive regular ELSA sessions, 1 disadvantaged pupil receives in school therapeutic counselling and 4 disadvantaged pupils have received counselling previously and are now monitored. All pupils in school from Year 1 to Year 6 are receiving wellbeing workshops to support the children with strategies to help promote positive mental health. After school clubs provide wider opportunities for disadvantaged pupils. School finances these as some parents are unable to afford clubs. There is a need to provide additional free pupil premium clubs such as the Year 4 Writing club.
7. Attendance	School attendance is a challenge, from September to December 2021, 61% of disadvantaged pupils have an attendance of 96.9% or below. This equates to 69 out of 113 disadvantaged pupils. In September 2019-December 2019, 42% of disadvantaged pupils had an attendance of 96.9% or below. Anxieties around COVID have had an impact on attendance figures. School needs to understand parents views and promote further good school attendance – over 97%+ with an engaging curriculum, funded extra-curricular activities and other motivational activities so that children will want to attend.
8. Readiness for Learning	Developing better learning habits at home as often they are unsupported. The home may lack resources for learning, reading books etc. and pupils may not have had reading modelled to them. The children may not have adequate support for homework. Access to internet and connected devices may also be difficult especially if there are older siblings needing devices for school work. Teacher training and understanding.

## 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
1: Improved oral language skills and vocabulary among disadvantaged pupils.	Significantly improved oral language demonstrated by disadvantaged pupils. Evident when triangulated with books, learning walks, engagement in lessons, book scrutiny, ongoing formative assessment and discussions with staff. The impact of Talk for Writing will be evident through increased attainment at data check points.  As a result of oral language interventions and by promoting oracy in the classroom; pupils make accelerated progress; are at least in-line with all other pupils nationally; pupils confidence to articulate the written word and perform with confidence has improved; planning and use of texts is of higher quality.
2: Disadvantaged pupils leave the EYFS with language and communication skills in line with their peers	Data shows that identified children achieve age expected for CLL early learning goal.
3: Improved Phonics outcomes leading to the application of reading strategies and improved reading, reading for pleasure and improved comprehension outcomes in KS2	Achieve national average (2019) scores and sustain these leading to at least 90% in KS1 in phonic screening check and reduce number needing recheck in Y2. KS2 reading outcomes show that disadvantaged pupils have achieved at least the national average and improve progress and attainment year on year until 2024/25.
4: Improved writing attainment among disadvantaged pupils, in particular More Able disadvantaged Pupils.	KS2 writing outcomes show that more disadvantaged pupils achieve the national average progress scores and attainment for the expected standard and for greater depth writing. Gap to non-disadvantaged reduced to below 10% by 24/25
5: To achieve and sustain improved wellbeing for our disadvantaged pupils.	Sustained high levels of wellbeing from demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>a significant reduction in incidents on CPOMS regarding behavior</li> </ul>
6: To ensure more extra-curricular opportunities are available for the disadvantaged group without additional financial burden including Breakfast club and Aftercare.	Increase the number of funded clubs and activities year on year. Increase in participation in enrichment activities year on year.
7: To achieve and sustain improved attendance.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>the attendance gap between disadvantaged pupils and their non-disadvantaged peers is comparable.</li> <li>The attendance percentage of all pupils is above 96%</li> </ul> By the time children leave APS, children will have had instrumental lessons, attended a theatre performance, visited a museum, visited a historic site and attended workshops from an inspiring visitor. All disadvantaged children will have had the opportunity to attend an extra-curricular activity.
8: Improved readiness for learning with teachers having an up to date awareness of how best to support disadvantaged children.	Expectations communicated to parents. Reading books available, monitored and used. Devices allocated and in use for those that require them. Teacher induction and training as part of INSET plan and include effective pedagogy, deeper subject knowledge, trauma training, behaviour management and working effectively with parents and carers.

## 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: £47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of Nuffield Early Language Intervention NELI in Reception, training and ongoing support for EYFS staff.</p>	<p>Independent controlled trials show that the children who received NELI made significantly more progress in their language skills, compared with children who hadn't received the programme. (The equivalent of +3 additional months' progress in oral language skills compared to children who did not receive NELI. Children also made more progress in early word reading (+2 months) and children with English as an additional language benefited just as much from the programme as native English speakers.)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1, 2, 3, 8</p>
<p>Purchase of PiXL for robust assessment of all pupils, including the disadvantaged to create personalised learning checklists.</p> <p>Training for staff to understand assessments, error analysis and implication reports. The role of the PiXL team to ensure that knowledge and understanding of PiXL is disseminated for a consistent approach.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p>PiXL assessments provide us with an in-depth analysis for each child. Gaps identified and filled quickly through PiXL therapies and flexibility to teach small group therapies and whole class therapies with class teacher or teaching assistants.</p>	<p>1, 3, 4, 5</p>
<p>Development of the English curriculum, teaching and planning through Talk for Writing being implemented across the school.</p> <p>Staff training in T4W approach and English lead / DHT to monitor the impact of this initiative.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4</p>
<p>Phonics curriculum in place based on letters and sounds, with parents informed and available on website. Teacher training across the school and monitoring in place to secure stronger phonics outcomes for all pupils.</p> <p>Appropriate interventions for children not making progress including the lowest 20%.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3</p>
<p>Development time for subject leaders to improve and enhance the curriculum offer and consider disadvantaged children</p>	<p>All children, including those who are disadvantaged, benefit from quality-first teaching and a high quality curriculum offer.</p>	<p>1, 6, 7, 8</p>
<p>SLT time to monitor the attainment and progress of PPG children and plan for any necessary interventions to take place to ensure that they make at least the expected progress in order to narrow the gap between them and non-PPG pupils</p>	<p>Regular formative assessment and monitoring, tracking and work scrutiny provide evidence to hold staff to account for progress.</p>	<p>1, 2, 4, 6, 8</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training:</p> <p>Individual teacher through performance management targets identify specific individual training needs, alongside whole school CPD. Subject Leaders plan for and coordinate specific CPD needs for their subject.</p> <p>Induction of new staff and Early Career Teachers.</p>	<p>Ensuring that in addition to whole staff CPD, appropriate targeted CPD is available to those who need it for example, Early Career Teachers, phonics training for any new staff.</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. The report on effective professional development shows three recommendations for effective teacher professional development: <a href="#">Effective professional development - EEF report</a></p> <p>In the EEF guide to pupil premium – the tiered approach – teaching is the top priority, including CPD. APS has looked at capacity of staff within the school and recognises that we need to support less experienced members of staff, which we do via the year group leader and pairing SLT members with those members of staff who may need more support.</p>	1, 2, 3 and 4, 8
<p>Challenge in lessons for all pupils. Explicitly target Pupil Premium children within each year group and highlight the specific support being received through a tracker mapped for PP children.</p> <p>Staff to set more challenging tasks from the beginning of the lesson.</p>	<p>If challenges are set, then this is an advantage for all pupils who will rise to the challenge.</p> <p>Teachers should be mindful of the differing needs within their classes – it is just as important to avoid over-scaffolding as it is to ensure all pupils are adequately supported. Similarly, we know that retrieval practice supports knowledge retention, but it is important to think carefully about how that is implemented in individual subjects across the curriculum to ensure it supports learning.</p>	1, 2, 3, 4, 8
<p>Re-cap and revisit concepts from the previous day / week / half term through starter activities which reflect this type of learning, e.g. flashback four in Maths and misconceptions addressed in English and Maths at the beginning of each lesson so that children learn more, remember more.</p> <p>Provide children with strategies to help their short and long term memories.</p>	<p>The <a href="#">Improving working Memory</a> report from the EEF demonstrates a case study where a project was undertaken by Teaching assistants with children to improve their working memory.</p> <p>It is also important to take account of the prior knowledge that children bring to lessons and to help them to build upon this understanding.</p> <p>Additionally, anticipating common misconceptions, and using diagnostic assessment to uncover them, is an important way to support pupils.</p>	1, 2, 3, 4, 8
<p>The re-launch of the school library, which was created during the period of lockdown will enthuse children and promote reading for pleasure.</p> <p>Disadvantaged pupils to be given responsibilities to foster the love of reading and feel confident in their interaction with others.</p>	<p>Research evidence on <a href="#">Reading for pleasure</a> from GOV.UK. Disadvantaged children do not have the same opportunities to visit places of interest and may not have the same wide range of books to choose from at home than their peers who are Non-disadvantaged. Therefore, it is important that at school we are able to provide children with reading opportunities to promote reading for pleasure.</p> <p>The <a href="#">CLPE Reading for Pleasure report</a> also supports this activity. The research shows us that if you are a literate child who reads for pleasure then this has more impact on your future life chances than any other factor. Encouraging reading for pleasure is a social justice issue.</p>	1, 2, 3, 4

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School led Tutoring</p> <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>EEF (+4)</p> <p>Small group tuition defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Having analysed our cohorts, we have identified that the Year 4-6 cohort need support to address gaps in reading, writing and Maths.</p> <p>Due to Covid we have identified that Writing across the school has some gaps that could be effectively addressed through intensive tuition</p> <p>We have also identified the Year 4 cohort as needing intervention and therefore will access NTP tutoring for Maths and English.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Evidence for small group tutoring can be seen in the following report:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Please note that previously LAC will also be invited to take part in targeted support.</p>	<p>1, 3, 4, 5</p>
<p>Phased prioritisation during the academic year where intervention time is shared more widely in the Summer term, e.g. Year 5 to receive Third Space provision in the Summer Term to provide early intervention for Year 5 into Year 6.</p>	<p>The <a href="#">EEF trial report on affordable online Maths tuition</a> demonstrates the worthiness of such a programme for our disadvantaged pupils. The provision begins in Year 6 and then in the Summer Term this changes to Year 5.</p> <p>Third Space have been acknowledged as an NTP programme.</p>	<p>1, 3,</p>
<p>Use of a PP tracker and data analysis to monitor the impact of specific interventions, including tutoring will be developed.</p> <p>Use of PiXL Personal Learning Checklists to identify specific gaps in learning.</p>	<p>Targeted support leads to better outcomes. Ensuring that there is enough time available for teachers to deliver specific interventions.</p> <p>Ensuring that interventions are based on a forensic analysis of learning gaps for pupils who access them.</p>	<p>1, 4</p>
<p>Each year group target a focus group of more able pupil premium to ensure high expectations are set and the gap does not widen between PP and Non-PP pupils.</p>	<p>This is linked to the activity above. More Able disadvantaged pupils will be included in the tutoring to ensure they are provided with every opportunity to meet standards of Greater depth.</p>	<p>3, 4, 6, 8</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3</p>

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

Budgeted cost: £ 33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support	<p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children's learning activities;</li> <li>• more intensive programmes for families in crisis.</li> </ul>	5, 6, 7, 8
Wellbeing workshops with pupils from Y1-6	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions focus on the ways in which students work with (and alongside) their peers, teachers, family and community. We will use PiXL workshops delivered by the class teachers and Teaching assistants, which are vital to ensure that children are ready to learn in the classroom.</p>	5, 6, 7, 8
Staff members trained in ELSA to lead sessions across the school. Each ELSA-trained staff represents different phases / key stages across the school. Regular monitoring including feedback from pupils and parents. Liaising with the SENDCO	<p>Consistency in our ELSA support where needs have been identified and children receive time to talk through their feelings. It allows them breathing space to focus on their learning when they return to the classroom without the burdens of other issues on their mind.</p>	5, 7, 8
Clubs offered to disadvantaged pupils. Take a measure of pupil voice of sample PP children regarding clubs. All previously LAC invited to clubs after school.	<p>Children are regularly attending clubs and commitment is shown.</p> <p>Previously Looked After Children supported with wider opportunities outside of the classroom.</p>	6, 7
Brentford Football Club Community Sports Trust (BFCCST) Year 4 – Journalistic Writing Club. An area identified during meetings with staff with a view to enthuse and motivate children with their writing. Year 2 disadvantaged pupils group invited to an after school club of Multi-Sports.	<p>Children regularly attending clubs and commitment is shown.</p> <p>Previously Looked After Children to be supported with wider opportunities outside of the classroom.</p>	1, 3, 4, 6, 7, 8
Training and release time for staff to develop and implement new procedures and appointing attendance / support officers to improve attendance.	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p>	6, 7
Parental involvement with children's learning. There are 4 recommendations from the EEF report: 1. Critically review how we work with parents of disadvantaged children 2. Provide practical strategies to support learning at home 3. Tailor school communications to encourage positive dialogue about learning 4. Offer more sustained and intensive support where needed.	<p>The EEF report on <a href="#">parental engagement</a> provides 4 recommendations to ensure parental involvement has an influence on pupil outcomes. Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</p>	1, 2, 3, 4, 7, 8

## Total budgeted cost: £125,000

### 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 2020 to 2021 academic year.

From internal teacher assessments during 2020/21, the performance of disadvantaged pupils was lower than in 2019. The outcomes in the previous strategy were therefore not fully realised, especially for our higher attaining disadvantaged pupils where the gap had been beginning to narrow especially in Key Stage 2. Due to COVID-19, national performance measures were not been published for 2020 / 2021. For 2022 results will not be published in performance tables.

Covid-19 impact and associated disruption was seen across all our subject areas to varying degrees. As evidenced in schools across the country, school closure was detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded face to face improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure and offer vulnerable groups to be at school.

When all pupils were expected to attend school, absence among disadvantaged pupils was slightly higher than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in the revised plan.

#### Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle Ltd
Talk for Writing	Talk for Writing
Reading Plus	Reading Plus
Bug Club	Pearson
Lexia	Lexia
PiXL interventions	PiXL Club
Doodle	Doodle
Pobble	Pobble
Third Space learning	Third Space learning

## Further information

### Additional activity

Our pupil premium strategy will be supplemented by additional activities that are not being funded by pupil premium or recovery premium. These will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our pupil premium strategy, school evaluated impact of previous activities and also considered the impact of COVID-19 on our disadvantaged pupils and indeed, families.

School triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. School also used many EEF reports to evidence the rationale behind our ideas. School looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. School also looked at studies about the impact of the pandemic on disadvantaged pupils.

School used the [EEF's implementation guidance](#) to help develop the strategy, particularly the 'explore' phase to help diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. School will continue to use this through the implementation of activities.

APS has a robust evaluation framework in place for the duration of the three-year approach and will review and adjust the plan over time to continue to secure better outcomes for pupils.