

Pupil premium strategy statement - September 2020

School overview

Metric	Data
School name	Alexandra Primary School
Pupils in school	684
Proportion of disadvantaged pupils	114 = 17% of the school population
Pupil premium allocation this academic year	£146,520 Post LAC £5,700
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	September 2021
Statement authorised by	John Norton
Pupil premium lead	Jo Mansfield
Governor lead	Natasha Woolman

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A no statutory assessments in 2020
Writing	N/A no statutory assessments in 2020
Maths	N/A no statutory assessments in 2020

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	n/a no statutory assessments in 2020
Achieving high standard at KS2	n/a no statutory assessments in 2020

Measure	Activity
Priority 1	To reduce attainment gap between the school's disadvantaged pupils and others nationally by 10 percentage points
Priority 2	To raise the in-school attainment of both disadvantaged pupils and their peers To ensure that our teaching enables pupils to be ready to progress to the next stage of their education.
Barriers to learning these priorities address	Ensuring that planned teaching ensures that pupils are able to secure the core aspects of learning in each area of the curriculum. A focus on More Able disadvantaged pupils to ensure that the gap does not widen due if remote learning was to take place again. Children's return to school after learning from home will need to be considered to ensure that standards are met. Some families in receipt of Pupil Premium struggled to explain tasks and support their children effectively during lockdown
Projected spending	

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Our expectation is that children make expected progress termly. This equates to 0.2 points on our scholar pack assessment program) Pupils will be on track for working within the expected standard for their year group at the end of the academic year. More Able disadvantaged pupils will be working within the Greater Depth standard of their year group.	July 2021 and subsequent
Progress in Writing	Our expectation is that children make expected progress termly. This equates to 0.2 points on our scholar pack assessment program) Pupils will be on track for working within the expected standard for their year group at the end of the academic year. More Able disadvantaged pupils will be working within the Greater Depth standard of their year group.	July 2021 and subsequent
Progress in Mathematics	Our expectation is that children make expected progress termly. This equates to 0.2 points on our scholar pack assessment program)	July 2021 and subsequent

	<p>Pupils will be on track for working within the expected standard for their year group at the end of the academic year.</p> <p>More Able disadvantaged pupils will be working within the Greater Depth standard of their year group.</p>	
Phonics	Y1 and Y2 Pupils will meet the expected standard in the Phonics check.	July 2021 and subsequent
Other	<p>Attendance data for our disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96.4%).</p> <p>Persistent absence rates will be below national averages.</p>	July 2021 and subsequent

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics programme effectively so that Y1 and Y2 PP pupils will have plenty of opportunity to meet the expected standard in the Phonics check.
Priority 2	More Able Pupil Premium children as a focus group to ensure they are meeting standards for their year group after a period of remote learning.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions such as PiXL effectively. This will include training
Projected spending	£47,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Ensure targeted interventions are in place to support pupils' academic progress: PiXL, Third Space, Lift-Off, Flash Academy, TTRS and Lightning Squad - FFT tutoring.</p> <p>Ensure that Teachers and TAs are trained to deliver high quality, time limited, evidence based interventions.</p>
Priority 2	<p>Teachers have release time to plan, deliver and assess specific, targeted interventions to address gaps in learning.</p> <p>PiXL to be the driver for this as well as other targeted interventions mentioned above.</p>
Barriers to learning these priorities address:	<p>Interventions are separate from class based learning. They need to add value to class learning.</p> <p>Ensure children make accelerated progress.</p>

	<p>High mobility means there are gaps in children's prior learning such as previous educational experience, lack of schooling and potential language barriers.</p> <p>Parental confidence to support learning (especially during a period of remote learning and with some families, minimal support with homework), due to language barriers and different educational experiences outside of the UK.</p> <p>Children's 'readiness' to learn, ensuring their social, emotional and behavioural needs are met to enable pupils to learn.</p>
Projected spending	<p>£30,940</p> <p>Third Space, Lift-Off, TT Rockstars, KS1 Reading support staff, Pobble, Doodle, PiXL, TA support, Reading Plus</p>

Wider strategies for current academic year

Measure	Activity
Priority 1	Clubs subsidised for PP pupils to ensure we are providing opportunities for re-engagement and enjoyment with school.
Priority 2	Pupils will have access to a broad range of targeted pastoral support and interventions staffed by well trained and knowledgeable staff.
Barriers to learning these priorities address:	<p>Possible anxiety of parents permitting their children to attend clubs. Parents will be supported with this and gain confidence once clubs are running.</p> <p>Pupils benefit from working with other children.</p> <p>Impact of such activities on self-confidence and consequently, academic progress.</p> <p>Pupils who have been emotionally impacted by the COVID pandemic can access the curriculum more readily because they are more ready to learn due to talking with a named adult and an allocated time given for this. This will take priority.</p> <p>Enhance their barriers and gaps in learning due to learning outside of the classroom, or the need to take a break from the classroom and have 1:1 time.</p>
Projected spending	<p>£15,000</p> <p>GPLZ, Clubs, ELSA, Flourishing Minds</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Tier 1: Teaching	<p>Ensuring that in addition to whole staff CPD, appropriate targeted CPD is available to those who need it for example, Early Career Framework, phonics training for any new EYFS and KS1 staff.</p>	<ul style="list-style-type: none"> -Individual teacher performance management targets identify specific individual training needs and these are then planned for as part of our whole school CPD offer. -Subject Leaders plan for and coordinate specific CPD needs for their subject. -Set more challenging tasks from the beginning of the lesson. 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. -Gaps identified and filled quickly through PiXL therapies and flexibility to teach small group therapies and whole class therapies. -Explicitly target Pupil Premium children within each year group and highlight the specific support being received through a provision map for PP children. -The launch of the school library, which was created during the period of lockdown will enthuse children and promote reading for pleasure. - Writing was the area most impacted by COVID restrictions. Ensure enhanced use of Pobble for a targeted PP group in the Summer Term as a trial in KS1 and KS2.
Tier 2: Targeted support	<p>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>Previously LAC to be invited to take part in targeted support.</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>Lift-Off (additional program with Doodle) for all Year 3 and 4 PP pupils (1 parent currently opted out.) 2 TA's trained to deliver the intervention.</p> <p>Lightning squad FFT tutoring to be introduced in May 2021. 50% of children identified are PP pupils.</p> <p>All 3 previously LAC are in the Lift Off intervention for Year 3 and 4.</p>

		<p>2 children have been put forward to take part in the FFT Lightning Squad tutoring.</p> <p>Use of a PP Provision Map to monitor the impact of specific interventions will be developed in the Summer Term and fully implemented in the academic year 2021-22. This will be linked with SEND provision maps to ensure that staff are aware of how all pupils with SEND and PP pupils are supported.</p> <p>-Use of PiXL Personal Learning Checklists to identify specific gaps in learning.</p> <p>-Each year group to target a focus group of MA pupil premium to ensure high expectations are set and the gap does not widen between PP and Non-PP pupils.</p> <p>-PP pupils given responsibilities across the school, e.g. school library to foster love of books and reading for pleasure.</p>
--	--	---

<p>Tier 3: Wider strategies</p>	<p>Ensuring there is consistency in our ELSA support where the needs have been identified.</p> <p>Ensuring that children are regularly attending clubs and commitment is shown.</p> <p>Difficulty in providing clubs for KS1 due to their young age.</p> <p>Previously Looked After Children to be supported with wider opportunities</p>	<p>-4 staff members trained in ELSA to lead sessions across the school. Each ELSA-trained member of staff represents different phases / key stages across the school.</p> <p>-Regular monitoring including feedback from pupils and parents. Liaising with the SENDCO</p> <p>-Register of attendance can track and ensure that if there are children not attending.</p> <p>Take a measure of pupil voice of sample PP children regarding clubs.</p> <p>Pupil voice as above will help mitigate any clubs for next academic year.</p> <p>All 3 previously LAC invited to clubs after school.</p>
---------------------------------	---	---

Review: last year's aims and outcomes 2019-20

Aim	Outcome
<p>1. Teaching</p> <p>To ensure pupils consolidate basic skills</p> <p>To identify specific gaps in understanding which are barriers to future progress. Gaps in learning are identified and filled quickly.</p> <p>To respond rapidly with targeted teaching for pupils at risk of underachievement.</p> <p>To embed and sustain a reading culture that ensures all pupils read regularly and develop a love of books.</p> <p>Pupils read regularly and have access to high quality texts</p>	<p>Learning for all groups was significantly impacted by the national lockdown in 2020.</p> <p>64% of PP children accessed remote learning in some way at home with 23% with high engagement. 19% of PP children attended school in key worker or vulnerable groups.</p> <p>School conducted low stakes assessments when all pupils returned in September. Remote learning outcomes and initial return to school demonstrated that learning in mathematics was least impacted and reading and writing was most impacted, although phonic acquisition recovered quickly.</p> <p>Priorities for academic year 2020-21 were set with the aim to ensure that children settled back to school after remote learning. Children primarily indicated that they were ready to learn and were not as concerned about spending lots of time on emotional support. School re-introduced ELSA and focused on PE. After Easter, it has been evident that targeted emotional support is necessary.</p> <p>An adjusted remote education offer, such as home learning packs were provided for those families finding it difficult to access remote learning on the computer.</p> <p>20 PP families received the loan of government laptops. School bought more to supplement the amount received by the government.</p> <p>Staff reading stories posted on our website promoting reading. Redevelopment and relocation of our library has continued throughout the lockdown but COVID restrictions effectively meant that the issuing of reading books became incredibly complex.</p> <p>We operated a book sharing scheme from the start of the first national lockdown and provided resources to support home learning in all core subject areas.</p> <p>Remote learning was evaluated and changes made. Remote learning evolved during the first national lockdown. By the second, school had fully implemented Google Classroom, which meant that access to remote learning was</p>

<p>To develop opportunities for Oracy across the school.</p>	<p>enhanced and a remote learning policy ratified by Governors. Reading books were sent home and returned, fully sanitised and quarantined between each family returning and being issued with more books.</p> <p>Again, COVID restrictions had a significant impact on our implementation plans.</p> <p>Talk for Writing INSETs were virtually conducted to still drive the opportunities for Oracy upon children's return to school. Writing was one of the key areas of learning which was unable to be fully supported by some families during lockdown due to the nature of remote learning and language barriers. Structures, strategies and resources were shared online for families to access such as boxing it up templates and Pie Corbett's T4W lessons delivered live online for Year 6 and booklets provided for other year groups.</p>
--	---

<p>2. Targeted support</p> <p>For pupils to have their basic needs met to ensure they are ready physically, mentally, and emotionally ready to learn.</p> <p>Varied interventions (according to need) to be provided before, during and after school, including 1:1, small group and class support.</p> <p>The use of members of staff from across the school.</p>	<p>Two more TA's are now trained in ELSA. This means we have TA's in EY, Year 4 and Year 6 covering all key stages with ELSA provision.</p> <p>11 / 22 pupils = 50% of pupils receiving ELSA are Pupil Premium.</p> <p>5 / 12 pupils = 42% of pupils identified as Young Carers are Pupil Premium.</p> <p>1 / 5 pupils = 20% of pupils receiving Flourishing Minds are Pupil Premium.</p> <p>Third Space Provision Year 6 – all 10 PP pupils who took part are now no less than 88% secure in the concepts taught on Third Space. There has been a marked improvement since they began the programme.</p> <p>Provision map reviewed to add PP annotation.</p> <p>19% of PP pupils attended key worker and vulnerable groups during the national lockdown.</p>
<p>3. Wider opportunities</p>	<p>Provision of support for emotional and behavioural was significantly impacted by the 2020 national lockdown. School introduced a Well-being</p>

<p>Pupils will have strategies to overcome emotional, behavioural difficulties which prevent them from accessing learning</p>	<p>Handbook along with a schools' Whole Happy Healthy strategy.</p> <p>In addition to our weekly phone contacts with all families we planned for explicit targeted support which included additional phone calls, SEND and vulnerable PP families were offered In-school 'respite' provision for those families that needed it. Home learning packs were provided for those who needed time away from online learning and were more able to support their children in the traditional paper-based way. Staff registered concerns on CPOMS.</p> <p>Our pastoral lead has begun arranging time to talk, drawing and talking therapy with children in a socially distanced manner and the young carers group is taking place again. 5 / 12 pupils = 42% of pupils identified as Young Carers are Pupil Premium</p>
---	---