

Alexandra Primary School

Pupil premium strategy statement 2023-24:

This statement details the school's use of pupil premium (Three year Plan 2021-24) funding to help improve the attainment of disadvantaged pupils.

It outlines the pupil premium strategy, how school intends to spend the funding in this academic year.

School overview

Detail	Data
Number of pupils in school	700
Proportion (%) of pupil premium eligible pupils	12% (83 pupils)
Academic year/years that the current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	John Norton
Pupil premium lead	Jo Mansfield
Governor lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,590
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£14,210
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£156,800

Part A: Pupil premium strategy plan

Statement of intent

Alexandra Primary School's 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 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 this pupil premium strategy is to support disadvantaged pupils to achieve the school aims, supporting and challenging the pupils to achieve and progress.

APS recognises that disadvantaged pupils can face a wide range of barriers which may impact on their learning:

- Many children have low starting points at baseline upon entry to Nursery / Reception due to English being an additional language.
- There are difficulties with identification of disadvantaged pupils in school, due to the free school meals initiative for this academic year and next.
- At least 35 children are considered vulnerable pupils by the school, such as those who have a social worker and who are young carers. 37.5% of the young carers are disadvantaged pupils. (15 out of 40 pupils)
- Barriers to learning created by poverty, family circumstance and socio-economic conditions.
- Social conditions of environment and finances impacting on emotional wellbeing and the capacity to develop resilience.
- Limited access to opportunities to develop knowledge and understanding of the world for a variety of reasons.

Quality first teaching and consistency are the main approaches to tackling any knowledge gaps, with a focus on areas which require the most support such as literacy and numeracy. Focus areas are identified through assessment, 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 has been using targeted support through the National Tutoring Programme for pupils who have been identified as benefiting from the support. In addition staff deliver tutoring for pupils because children learn best with known adults. Children thrive when they are confident and content with known and trusted adult relationships that staff have built with the children.

The school's approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches adopted complement each other to help pupils make progress.

APS objectives are:

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

To ensure they are effectively met, school will:

- Ensure disadvantaged pupils are challenged in the work that they are set
- Act early to intervene at the point need is identified through the monitoring progress of children across the curriculum
- 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 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
- Ensure that APS provides wider experiences for disadvantaged pupils to broaden their opportunities.

Leaders consider the following to ensure objectives can be met:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target more able children on Free School Meals to achieve at least Age Related Expectations
- Additional learning support.
- Support, financial or other for activities, clubs, educational visits and residential.
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support where necessary.
- All activities to address challenges will follow the three tiered approach to Pupil Premium provision: Quality First Teaching, Targeted support and Wider strategies.

Challenges

This details the key challenges to achievement that have been identified among the disadvantaged pupils at APS.

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 Reception through to KS2 and in general, are more prevalent among the disadvantaged pupils than their peers. This is due to context of 95% of pupils being 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 the languages the children speak at home are celebrated, school recognises the need to ensure that provision includes structures and scaffolds to help them understand the formalities of the English language.
2: Multiple barriers to learning	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers. This is especially more evident in More Able disadvantaged children where fewer children are currently working at the Greater Depth standard across the school. More Able disadvantaged pupil attainment in general is a challenge as there are gaps in learning. It improves as children move to Years 5 and 6 but disadvantaged pupils are behind their peers at Greater Depth standard. Mobility: 51 new pupils join the school since September from Year 1 to Year 6. 10% are disadvantaged pupils (5 out of 51) and all 5 pupils are working towards expectations of their year group across Reading, Writing and Maths. The deprivation level is high because a large number of families reside in multiple occupancy homes. Additionally, some families are not entitled to claim public funds due to their immigration status. This means that external barriers also contribute to a gap between PP and Non-PP pupils.
3. Phonics	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. Development of Phonics teaching continues to be a priority. Practice is embedded but school continues to monitor differences to ensure that the disadvantaged pupils receive intervention swiftly.
4: Wellbeing	Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to issues in the home such as domestic violence, financial difficulties due to a rise in the cost of living, and therefore, resulting in a lack of enrichment opportunities being able to be provided by the parent. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. 4 disadvantaged pupils currently require additional support with social and emotional needs through ELSA. In addition to this, 3 disadvantaged pupils receive flourishing minds support.
5: Attendance	Attendance rate is currently 94.94%. Assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Term time leave is an unauthorised absence but the percentage of families taking term time leave is high. A majority of the disadvantaged pupils have an attendance of 95% or below.
6: Parental engagement / 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. As with challenge 1, parents face difficulties with being role models of the English Language at home. Support needed via workshops for parents to engage more with school.

Intended outcomes

This explains the outcomes school is aiming for **by the end of the current strategy plan**, and how this will be measured.

Intended outcome	Success criteria
<p>1: Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>Disadvantaged pupils leave the EYFS with language and communication skills in line with their peers</p>	<ul style="list-style-type: none"> ▪ 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. ▪ Data shows that identified children achieve age expected for CLL early learning goal.
<p>2: To diminish the difference between disadvantaged pupils and their peers nationally.</p>	<ul style="list-style-type: none"> ▪ Outcomes show that more disadvantaged pupils achieve the national average progress scores and attainment for the expected standard and for greater depth in Reading, Writing and Maths. Gap to non-disadvantaged reduced to below 10% by 25/26.
<p>3. Improved Phonics outcomes leading to the application of reading strategies and improved reading, reading for pleasure and improved comprehension outcomes in KS2</p>	<ul style="list-style-type: none"> ▪ Sustained high percentage of children passing the Phonics screening test ▪ Swift intervention in place should any pupils be falling behind in Phonics.
<p>4. To provide opportunities to support pupils' holistic well-being</p>	<p>Sustained high levels of wellbeing from demonstrated by:</p> <ul style="list-style-type: none"> ▪ qualitative data from student voice, student and parent surveys and teacher observations ▪ a significant reduction in incidents on CPOMS regarding behaviour
<p>5. To achieve and sustain improved attendance.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The attendance gap between disadvantaged pupils and their non-disadvantaged peers is comparable. • The attendance percentage of all pupils is above 96% <p>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.</p>
<p>6. Improved readiness for learning with teachers having an up to date awareness of how best to support disadvantaged children.</p>	<p>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.</p>

Activity in this academic year

This details intended spend for pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Nuffield Early Language Intervention NELL in Reception, training and ongoing support for EYFS staff.	Independent controlled trials show that the children who received NELL 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 NELL. 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.) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 6
Purchase of PiXL for robust assessment of all pupils, including the disadvantaged to create personalised learning checklists. 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.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF 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.	2, 3
Talk for Writing embedded across the school. Staff to receive continuous training in T4W approach and English lead and DHT to monitor the impact of this initiative.	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF More training this academic year for ECT's and TA's to ensure that all staff are following the T4W	1, 2, 6
Appropriate phonic interventions for children not making progress including the lowest 20%. New staff to be in line with the high expectations for Phonics regardless of their year group.	The APS Phonics curriculum is embedded and has had an impact on the outcomes for Year 1 children. Disadvantaged pupils are now in line with their peers, therefore, APS will continue to monitor the outcomes and maintain (and indeed surpass even further) the high standard set. All staff have high expectations for Phonics and there is clear progression. ECT's and new staff to take part in the training to ensure consistency of delivery.	1, 2, 3
Development time for subject leaders to improve and enhance the curriculum offer and consider disadvantaged children, e.g. book looks and pupil voice when monitoring.	Disadvantaged children benefit from quality-first teaching and a high quality curriculum offer.	1, 2, 6

YGLs, Phase and 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	Regular formative assessment and monitoring, tracking and work scrutiny provide evidence to hold staff to account for progress. The progress of PPG pupils is discussed at Team Around a Year Group meetings and actions taken for those pupils who are falling behind.	1, 2, 3, 6
Staff training	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 the need to support less experienced members of staff, which is done via the year group leader and pairing SLT members with those members of staff who may need more support.	1, 2, 3, 6
Retrieval strategies to help children improve their memories and build on their knowledge and understanding. INSET time and monitor outcomes.	The Improving working Memory report from the EEF demonstrates a case study where a project was undertaken by Teaching assistants with children to improve their working memory. 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. Additionally, anticipating common misconceptions, and using diagnostic assessment to uncover them, is an important way to support pupils.	1, 2, 6
Reading for Pleasure – Staff training and strategies to promote a reading for pleasure culture exists in school and at home. Promoting a love of reading with those who may not have access to quality literature at home. Providing quality texts and reading role models. UKLA / OU Reading for Pleasure Quality Mark allows school to audit current practice and train staff to make improvements to the reading culture.	Research evidence on Reading for pleasure 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 school is able to provide children with reading opportunities to promote reading for pleasure. The CLPE Reading for Pleasure report 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.	2, 4, 6

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

Budgeted cost: £ 65,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led Tutoring 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 proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	EEF (+4) 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. 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: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 6

	Please note that previously LAC will also be invited to take part in targeted support.	
Third Space learning – Maths tutoring for Year 5/6 disadvantaged pupils. 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.	The EEF trial report on affordable online Maths tuition demonstrates the worthiness of such a programme for disadvantaged pupils. The provision begins in Year 6 and then in the Summer Term this changes to Year 5. Third Space have been acknowledged as an NTP programme.	2, 6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3

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

Budgeted cost: £ 33,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff members trained in ELSA to lead sessions across the school. Regular monitoring including feedback from pupils and parents. Liaising with the SENDCO / DSLs	Consistency in 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.	2, 4
Clubs offered to disadvantaged pupils and part funding offered for residential and some trips and visits. Pupil voice used to provide feedback. Sample PP children regarding clubs. Register of participation for PPG and trips. All previously LAC invited to clubs after school.	Children are regularly attending clubs and commitment. Life skills and enhanced experiences outside the classroom. Building relationships with peers and adults alike.	4
Parental involvement with children's learning. There are 4 recommendations from the EEF report: 1. Critically review how school works 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.	The EEF report on parental engagement 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.	1, 2, 3, 4, 5, 6
Attendance Review attendance of all PP pupils and monitor. Meetings to be held with parents if the attendance falls. Classes rewarded with Mufti day for 100% attendance for the week.	Research from the EEF notes the impact that persistent absence has on learning, especially for disadvantaged pupils. Attendance and reading - key barriers to disadvantaged pupils Six themes to support an attendance strategy. Attendance strategy	2, 5

Total budgeted cost: £ 156,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Internal data and performance measures for 2022-23 indicate that the gap is narrowing for the expected standard. More Able Pupil Premium pupils are currently underachieving and this is the focus for 23-24 across reading, writing and maths.

Phonics provision ensured a significant increase in disadvantaged pupils passing the Phonics Screening Test. Interventions allowed staff to target support more rigorously for disadvantaged children by bridging the gap and for disadvantaged children with SEND receiving personalised learning interventions. All of the 6 disadvantaged pupils in Year 1 passed the Phonics Screening Test.

Last year, School-Led tutoring for Year 6, with a target of the expected standard demonstrated a significant impact on progress and attainment. Every pupil who attended tutoring sessions made expected or increased progress.

Outcomes of the provision of Third Space Learning for Maths for Year 6 disadvantaged pupils demonstrated that all pupils who took part made expected or increased progress.

Increased attendance of disadvantaged pupils in after-school clubs, including free Summer Sports Club places offered supported academic achievement and improvements in self-esteem and well-being.

ELSA support across the school has provided opportunities for children to talk and share their feelings and emotions. There has been an increase in ELSA trained staff to support well-being. School will continue to build on the activities detailed in this plan for 23-24.

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