

## Pupil premium strategy

1. Summary information (as of July 2018)					
School	ALEXANDRA JUNIOR SCHOOL				
PP Lead	Ralf Müller and Danielle Lindop				
PP link governor	Julie Gilson				
Academic Year	2018/19	Total PP budget	114840	Date of most recent PP Review	4-4.17
Total number of pupils	214	Number of pupils eligible for PP	100	Date for next internal review of this strategy	April 2019

2. Current attainment		
Provisional achievement data SATs 2017/18 (as of July 2018): (For comparison, last year's results are in brackets)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national) average)</i>
% achieving ARE in reading, writing and mathematics	<b>39 (31)</b>	69 (67)
% achieving ARE in reading	<b>44 (50)</b>	79 (77)
% achieving ARE in writing	<b>48 (48)</b>	82 (81)
% achieving ARE in mathematics	<b>39 (42)</b>	79 (80)
Average progress score in reading	<b>-1.5 (-1.3)</b>	0.1 (0.3)
Average progress score in writing	<b>2.3 (0.4)</b>	0.1 (0.1)
Average progress score in mathematics	<b>0.2 (-0.8)</b>	0.1 (0.2)
Whole school progress data based on end of year teacher assessment		

% of pupils progressing in line with or above expectations

	READING		WRITING		MATHS	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Y3 (20/14)	50	43	55	43	50	36
Y4 (24/31)	71	94	58	90	67	90
Y5 (27/32)	78	69	82	84	78	81
Y6 (21/27)	95	93	100	100	95	96

Difference in average rates of progress in points (4.0 is expected average progress)

	READING		WRITING		MATHEMATICS	
	pp	Non pp	pp	Non pp	pp	Non pp
Y3 (17/14)	3.3	3.4	3.6	3.5	3.3	3.3
Y4 (21/29)	4.4	4.6	4.0	4.4	4.1	4.2
Y5 (25/32)	4.2	4.1	4.7	4.7	4.6	4.6
Y6 (20/27)	5.7	5.0	7.6	7.7	5.9	5.0

### 3. Barriers to future attainment (for pupils eligible for PP)

**In-school barriers** (issues to be addressed in school, such as poor oral language skills)

<b>A.</b>	Low attainment on intake
<b>B.</b>	Delayed oral and written language skills (esp those New to English)
<b>C.</b>	Delayed social and emotional skills

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Low attendance by some vulnerable groups within the pupil premium group (esp WOTH)	
<b>E.</b>	Low aspirations of both children and their parents	
<b>F.</b>	Poor home learning environment and limited life experiences beyond the home.	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Improve attendance for pp pupils	Attendance gap to non-PP is closed by the end of the year. Attendance gap compared to ALL children nationally is narrowing by 1%.
<b>B.</b>	Improve EAL provision and accelerate acquisition of English for those New to English	Attainment gap of WOTH to other EAL pupils is closing rapidly in all year groups. There is a closing of the gap between ALL EAL pupils and ALL children nationally.
<b>C.</b>	Improve quality first teaching and learning support	Teaching profile shows that all teaching is at least good and all teaching assistants have successfully performed to their professional standards.
<b>D.</b>	Improve social and emotional skills	Experts attest improved mental health of pupils in receipt of counselling. That group of pupil shows improved rates of progress in their learning as a result of successful support.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2018/19</b>			
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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve quality first teaching and learning support	Continue to embed consistent house style pedagogy, especially for reading and writing that is appropriate for the children of our school. Extend the scope of writing to non-narrative genres	Previous pedagogy was not suited to ensure the pupils achieved well. Chosen pedagogy proven in other schools in the area and in schools with high EAL ratios. Chosen pedagogy supports the NC focus on basic skills, esp GPS. Progress in school in reading and writing has been accelerated for underachieving year groups as a result of introducing this pedagogy.  Gap in problem solving and investigate science detected through deep dive and analysis of assessment tests. Research suggests that higher order thinking skills are transferable and help to accelerate progress in learning.	PDMs to train staff on non-narrative genres. Staff new to role to receive bespoke support by English consultant and English lead. Regular visit by external English consultants to monitor provision. Provide cover for good practice visits and coaching by good teachers within school and from other schools within the MAT. Frequent PDMs to train staff on desired pedagogy – maths and science focus	HT DHT	June 2019
	Train all teachers in effectively teaching reasoning and problem solving skills in maths and science as well as using the English Speaking Board pedagogy to support oracy			HT DHT	January 2019
	Monitor pupil premium passports, spending and quality of quality first teaching and interventions			HT DHT	

	Targeted small group interventions	The toolkit suggests that small group interventions do provide a proven platform for generating accelerated progress.	Regular monitoring of quality and impact of interventions.  Next step: Governance involvement in internal monitoring, in addition to governor reports.	HT Inclusion Lead	After each Assessment Point 2018/19
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve EAL provision and accelerate acquisition of English for those New to English	EAL lead to run intensive New to English program and support / monitor EAL provision in all classes.  To produce a provision map to further accelerate progress of all pupils with EAL	Continuous influx of New to English pupils need intensive support and specialised provision to integrate into their new language community to be able to access curriculum. These pupils need additional support for a further 2 years to overcome barriers associated with learning English as a second language  EAL pupils make strong progress. This must be substantial progress and integration into the classroom and to the full curriculum needs to be quicker.	Regular progress checks by Inclusion lead  Internal data analysis and pupil progress interviews. Further training and monitoring of progress to support EAL lead	Inclusion Lead EAL Lead  HT Inclusion Leader	January 2019  At each AP

Raise attainment for pp pupils who are attaining below ARE or who have made less than expected progress	Highly qualified TA (EAL lead) to provide additional small group support for PP and EAL groups.	Individuals make accelerated progress. Small group interventions have a proven positive impact on pupils' achievement.	Internal data analysis and pupil progress interviews.  Training provided in delivering the interventions.	Inclusion and EAL lead	January 2019
Raise progress and attainment for those pupil premium pupils with previous high attainment	Small group intervention for all those pupil premium pupils who are not on track to reach GD in the subjects they were attaining higher than expected at the end of KS1	Tool kit suggests that small group intervention are an effective way to accelerate progress	HA pupil premium pupils are tracked separately by Inclusion lead and Assessment lead	Inclusion and Assessment Lead	At every assessment point
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>Improve attendance for pp pupils</p>	<p>Target the increased EWO hours to PA children and hard to reach families, who are PP. Revise role of HSLW to implement the revised attendance policy. Reach out during breakfast club – target pupils and invite them for free breakfast</p>	<p>Early communication with parents about the effects of poor attendance on learning and about the legal framework around low attendance reduces risk of persistent absenteeism</p>	<p>Regular meetings by BPDW lead (Deputy Head) with EWO and HSLW  Strengthen leadership across the federation – joint monitoring and responsibility to target the same families.</p>	<p>HT</p>	<p>January 2019</p>
<p>To counterbalance effects of social deprivation, enrich pupils' life experiences and provide extra opportunities to learn and apply skills in out of school contexts.</p>	<p>Subsidize and enrich curriculum including after school clubs, educational visits, cultural events and Y6 activity week. Focus on pupils who are G&amp;T in music (ROCKSTEADY)</p>	<p>The two wards that mainly provide our pupil population are both areas of high deprivation as local data shows. Children typically have very limited experiences and opportunities to explore or develop new skills. Many children attest that they have never been to a museum, church or attempted something risky.</p>	<p>Monitor ratio of disadvantaged pupils taking part in clubs; encourage pp pupils to join clubs; communicate with parents so that they are aware of extra support towards educational visits</p>	<p>HT and inclusion lead</p>	<p>January 2019</p>

To improve social and emotional health and wellbeing of pupils	Younger minds intervention	Multi agency decision to invest in counselling service for pupils to support emotional wellbeing and readiness for learning.	Receive weekly updates and impact reports from counsellor. Measure pupil's emotional well-being using standardised tests, pupil observations and internal tracking data.	HT and inclusion lead	January 2019

6. Review of expenditure				
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>Improve quality first teaching and learning support</p>	<p>Continue to embed consistent house style pedagogy, especially for reading and writing that is appropriate for the children of our school. Extend the scope of writing to non-narrative genres</p> <p>Train all teachers in effectively teaching reasoning and problem solving skills in maths and science</p> <p>Monitor pupil premium passports, spending and quality of quality first teaching and interventions</p>	<p>T&amp;L reviews attest strongly improved teaching profile and effective support for learners in all subjects as well as effective interventions.</p> <p>Data shows improved rates of progress of all underachieving year groups in all subjects</p> <p>Better than expected average progress in most year groups</p> <p>Books show embedded system of challenging pupils regularly to reason and apply maths skills</p> <p>“collected work” books show more variety of genres</p>	<p>The introduction of improved “barrier plans” has led to better communication between teachers and TAs as well as to afternoon learning even better suited to increase progress</p> <p>We will continue with the successful small group interventions and the coaching and mentoring of less experienced staff by their more experienced peers.</p> <p>Newer members of staff will need further coaching and mentoring in our house pedagogy</p> <p>Exploring cross-curricular writing continues to be on the agenda</p>	<p>59,770.39</p>
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**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
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<p>Improve EAL provision and accelerate acquisition of English for those New to English</p>	<p>EAL lead to run intensive New to English program and support / monitor EAL provision in all classes.</p> <p>To produce a provision map to further accelerate progress of all pupils with EAL</p>	<p>The small New –to-English group has helped to settle that group of children into their new environment. The vast majority of these children have made at least expected progress along the NASSEA scale and several show rapid improvements once they are re-integrated into standard English teaching.</p> <p>The provision needed extensive support by inclusion lead and HoS but the resulting provision was identified as strength in recent external T&amp;L review (June 18)</p>	<p>Interventions are less effective where pupils exhibit multiple vulnerabilities esp where poor attendance or punctuality creates additional barriers for learning.</p> <p>There is an additional challenge in meeting the needs of EAL learns after they integrated into mainstream teaching.</p> <p>This type of intervention will continue due to its success and the lack of an alternative to intensive specialised language support.</p>	<p>£26564</p>
<p>Raise attainment for pp pupils who are attaining below ARE or who have made less than expected progress</p>	<p>Highly qualified TA (EAL lead) to provide additional small group support for PP and EAL groups.</p>	<p>Similar to above: the majority of members of these small groups have made at least expected progress but we would have hoped for a higher percentage of pupils to show more accelerated progress.</p>	<p>Interventions are less effective where pupils exhibit multiple vulnerabilities esp where poor attendance or punctuality creates additional barriers for learning.</p> <p>Planning for these groups needs to be closely co-ordinated between the supporting adult and the class teacher for maximum impact.</p>	
<p><b>iv. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p>Improve attendance for pp pupils</p>	<p>Target the increased EWO hours to PA children and hard to reach families, who are PP. Revise role of HSLW to implement the revised attendance policy.</p>	<p>Data shows that attendance of pupil premium group has increased over the year by roughly 0.2% to 94.4%. Attendance overall has improved over the course of the year.</p> <p>We operated without a HSLW for the last 2 terms!</p>	<p>Early intervention with families where pupils show poor attendance is key to solve that problem long term. But some of the lowest attending families show high mobility which makes the efforts ineffective when they move on.</p> <p>Compared to pupil premium pupils nationally, the group of PA is particularly large among pupil premium pupils but the overall gap is relatively small as the rest of the pupil premium pupils attend very well.</p>	<p>£31,375</p>
<p>To counterbalance effects of social deprivation, enrich pupils' life experiences and provide extra opportunities to learn and apply skills in out of school contexts.</p>	<p>Subsidize and enrich curriculum including after school clubs, educational visits, cultural events and Y6 activity week.</p>	<p>Last year the number and breadth of extra-curricular opportunities has increased for all pupils. Participation in extra-curricular clubs has increased for all pupils.</p> <p>The subsidies have helped families whose children are eligible for pupil premium funding to participate in all activities and educational visits on offer.</p>	<p>This extra support has to continue as without school providing certain opportunities many children would be deprived of essential experiences for their personal, social and spiritual development.</p>	<p>£19543</p>

To improve social and emotional health and wellbeing of pupils	Younger minds intervention	Case studies show improved mental health for all pupils who received counselling. In almost all cases this led to improved academic outcomes.	This is a crucial element of removing barriers to learning for many pupil premium pupils, especially LAC.	£7128.00
			<b>TOTAL:</b>	144380