

Pupil premium strategy

1. Summary information (as of July 2019)					
School	ALEXANDRA JUNIOR SCHOOL				
PP Lead	Ralf Müller and Danielle Lindop				
PP link governor	Julie Gilson				
Academic Year	2019/20	Total PP budget	132,000	Date of most recent PP Review	10.12.20
Total number of pupils	213 at Oct census	Number of pupils eligible for PP	99	Date for next internal review of this strategy	July 2020

2. Current attainment		
SATs 2018/19 (provisional): {In brackets: children who have been at AJS through Y3 to Y6}	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national)</i>
% achieving ARE in reading, writing and mathematics	31 {40}	71
% achieving ARE in reading	35 {55}	78
% achieving ARE in writing	65 {63}	83
% achieving ARE in mathematics	50 {73}	84
Average progress score in reading	-2.4 {-0.9}	0.3
Average progress score in writing	3.6 {2.5}	0.3
Average progress score in mathematics	-0.7 {-0.6}	0.4

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 (22/32)	81	81	91	88	71	81
Y4 (20/18)	90	89	85	89	70	95
Y5 (24/31)	96	100	88	97	92	81
Y6 (26/38)	92	92	96	95	96	100

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)*

A.	High mobility during KS2 of disadvantaged pupils joining the school, often with little or no English or with SEMHD
B.	Some disadvantaged pupils have not had access to a consistent education in KS1 due to mobility
C.	Not all of the stable disadvantage population of the school are achieving at national disadvantaged at the end of KS2 in reading
D.	Not all disadvantaged higher prior attainers make progress in line with national in reading and maths
E.	Some children need to catch up in reading and maths in order to access the full curriculum and make at least average progress

External barriers *(issues which also require action outside school, such as low attendance rates)*

F.	Low attendance by some vulnerable groups within the pupil premium group (esp WOTH)
G.	The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation and as a consequence poor home learning environment and limited life experiences beyond the home.
H.	High number of families or pupils require social, emotional or mental health support and do not arrive at school ready for learning

4. Desired outcomes (<i>Desired outcomes and how they will be</i>)		Success criteria
A.	Improve oral and written language skills, especially for those New to English and those with a marked vocabulary deficit and this impacts on progress in Reading and writing.	Pupils New to English and mobile pupils to make accelerated progress in speaking and listening, reading and writing as evidenced internally. (Often no KS1 data) Successful ESB examinations for all PP pupils.
B.	Pupils that have not had access to consistent KS1 education are identified and targeted and make accelerated progress in reading	Increase the percentage of disadvantaged children who did not have consistent access to KS1 education achieving the expected standard in reading.
C.	The stable disadvantage population of the school are achieving in line with national disadvantaged (like-for-like) at the end of KS2 in reading and maths	To maintain and improve the progress measure in reading and maths and to continue to be in line with or above PP progress nationally. To diminish the attainment gap with disadvantaged children nationally in reading, maths, GPS and combined.
D.	Disadvantaged pupils with higher prior attainment make progress at least in line with national and close the attainment gap at the higher standard in reading and maths.	The percentage of disadvantaged higher attaining pupils achieving the higher standard is increased for the 2019 figures in reading and maths.
E.	Improve oral and written language, reading and maths skills to enable pupils to access the full curriculum for lower ability pupils and accelerate progress of middle attaining pupils in reading and maths	To maintain and improve the progress measure in reading and maths and to continue to be in line with or above PP progress nationally.

F.	Improve attendance for pp pupils	Attendance gap between disadvantaged pupils in the school to disadvantaged children nationally is closing with a particular focus on PA PP children
G.	To counterbalance effects of social deprivation, enrich pupils' life experiences and provide extra opportunities to learn and apply skills in out of school contexts.	Children will have access to a broad range of extra opportunities which enrich their life experiences. Parental engagement in parent workshops is increased therefore raising aspirations for both
H.	To improve social and emotional health and wellbeing of pupils and parents	High quality pastoral support provided to pupils and parents results in keeping mentally healthy. Measure pupil's emotional well-being using boxall profile, pupil observations and internal tracking data.

Planned expenditure					
Academic year	2019/20				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A</p> <p>Improve oral and written language skills, especially for those New to English and those with a marked vocabulary deficit and this impacts on progress in Reading and writing.</p>	<p>Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication</p> <p>Agreed whole-school consistent approach on how to teach reading</p> <p>Pupils have good or better quality first teaching from a qualified teacher</p> <p>Train all teachers in effectively teaching the English Speaking Board pedagogy to support oracy and introduce whole-school model for explicit vocabulary teaching</p> <p>EAL lead to run intensive New to English program and support / monitor EAL provision in all classes.</p>	<p>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 3 years to overcome barriers associated with learning English as a second language</p> <p>Arriving in the English education system during KS2 (as proxied by the absence of a KS1 test score) was much more common for EAL students and had a very large impact on achievement for EAL students.</p>	<p>Regular monitoring of Allstar group and reading provision</p> <p>Regular progress checks by Inclusion lead</p> <p>Internal data analysis and pupil progress interviews. Further training and monitoring of progress to support EAL lead</p>	<p>Inclusion Lead EAL Lead ESB champion</p> <p>HT Inclusion Leader</p>	<p>June 2020</p> <p>At each AP</p>

	<p>Reading Squad for lowest 20% of readers</p> <p>Reading case studies developed to track progress for pupils working below ARE</p>	<p>Pupil mobility: In addition to the above, EAL students joining their primary school in Y5 and Y6 were a further 4 and 12 NC months respectively behind those joining in Y3/4 or those who remained in the same school throughout KS2 (EEF EAL and educational achievement document)</p> <p>EAL pupils make strong progress. This must be substantial progress and integration into the classroom and to the full curriculum needs to be quicker.</p> <p>ESB has proven to be successful in other settings and was recommended by SIP</p> <p>Research conducted by inclusion lead into closing the vocabulary gap Use of the EEF toolkit</p>			
<p>B Pupils that have not had access to consistent KS1 education are</p>	<p>Reading Squad for lowest 20% of readers</p> <p>Reading case studies developed to track progress for pupils working below ARE</p>	<p>Outcomes for these pupils are lower than national</p> <p>Continuous influx of New to English pupils need intensive support and specialised</p>	<p>Regular monitoring of Allstar group and reading provision</p>	<p>Inclusion Lead EAL Lead ESB champion</p>	<p>June 2020</p>

<p>identified and targeted and make accelerated progress in reading</p>	<p>Agreed whole-school consistent approach on how to teach reading</p> <p>Reading books matched to pupils reading level/phonic stage.</p> <p>Pupils have good or better quality first teaching from a qualified teacher</p> <p>Pupils have daily individual reading opportunities</p> <p>KS2 staff have quality CPD from KS1 colleagues/external</p>	<p>provision to integrate into their new language community to be able to access curriculum. These pupils need additional support for a further 3 years to overcome barriers associated with learning English as a second language</p> <p>Arriving in the English education system during KS2 (as proxied by the absence of a KS1 test score) was much more common for EAL students and had a very large impact on achievement for EAL students. Pupil mobility: In addition to the above, EAL students joining their primary school in Y5 and Y6 were a further 4 and 12 NC months respectively behind those joining in Y3/4 or those who remained in the same school throughout KS2 (EEF EAL and educational achievement document)</p>	<p>Regular focus of all monitoring activates</p> <p>Regular progress checks by Inclusion lead</p> <p>Internal data analysis and pupil progress interviews. Further training and monitoring of progress to support EAL lead</p>	<p>HT Inclusion Leader</p>	<p>At each AP</p>
<p>C The stable disadvantage population of the school are progressing and achieving in line with national disadvantaged (like-for-like) at the end of</p>	<p>Continue to embed consistent house style pedagogy, especially for reading that is appropriate for the children of our school. CPD has an emphasis on quality first teaching and providing consistently high standards.</p> <p>The most effective teachers identified to work with those who require the most support.</p>	<p>Chosen pedagogy proven in our school. Chosen pedagogy supports the NC focus on basic skills, esp GPS. Progress in school in reading and writing has been accelerated for underachieving year</p>	<p>PDMs to train staff on non-narrative genres, vocabulary development, reading strategies. Staff new to role to receive bespoke support by English consultant and English lead. PDM on ESB pedagogy.</p>	<p>HT DHT SL</p> <p>HT DHT</p>	<p>June 2020</p>

<p>KS2 in reading and maths</p>	<p>Sharing best practice across the MAT for QFT</p> <p>Train all teachers in effectively teaching Mastery Maths as well as using the English Speaking Board pedagogy to support oracy and introduce whole-school model for explicit vocabulary teaching</p> <p>Good practice visit to Court Farm with a reading focus (English hub school) Link made for future CPD and good practice observed informs CPD in school for QFT.</p> <p>Monitor pupil premium passports, spending and quality of quality first teaching and interventions</p> <p>High quality revision materials are purchased for Year 6 pupils.</p>	<p>groups as a result of introducing this pedagogy.</p> <p>Research suggests that pupils need to know 95% of the vocabulary of a text to comprehend, research into cohort' s demographic shows that deprivation is high and language poverty is severe.</p> <p>EEF maths mastery research shows that mastery learning approach have the greatest impact on lower attaining pupils of one or two months progress.</p>	<p>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.</p> <p>Frequent PDMs to train staff on desired pedagogy on mastery maths.</p> <p>Triangulation: Internal data analysis, work scrutiny and pupil progress interviews.</p>	<p>SL</p> <p>HT AHT</p>	
<p>D Disadvantaged pupils with higher prior attainment make progress at least in line with national and close the attainment gap at the higher standard in reading and maths.</p>	<p>The quality of whole class teaching and small group tuition focussed on higher attainers is at least good.</p> <p>Additional teacher to support small group tuition in reading for higher attainers.</p> <p>Small group tuition 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</p>	<p>Higher attaining pupils are in the lowest 20% for progress in reading and maths and attainment for this group is lower than national in these areas.</p> <p>EEF Tool kit suggests that small group tuition is an effective way to accelerate progress</p>	<p>HA pupil premium pupils are tracked separately by Inclusion lead and Assessment lead</p>	<p>Inclusion and Assessment Lead</p>	<p>At every assessment point</p>

	High quality revision materials are purchased for Year 6 pupils.					
					Total budgeted cost	£81,811.34

i. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E Improve oral and written language, reading and maths skills to enable pupils to access the full curriculum	Targeted academic and intensive tuition impacts on the progress and attainment of targeted pupils in speaking and listening, reading and maths	<p>Lower ability pupils need to make accelerated progress in reading in order to access the full curriculum entitlement.</p> <p>Progress of middle attaining pupils is lower than all in reading and maths progress</p> <p>The toolkit suggests that small group interventions do provide a proven platform for generating accelerated progress and supports pupils who are falling behind</p>	Regular monitoring of quality and impact of interventions.	Targeted small group interventions	
				Total budgeted cost	£7435.50

Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
F Improve attendance for pp pupils	Target PA children and hard to reach families, who are PP. FSW to implement the revised attendance policy. Early Help initiated on attendance grounds Translation support to enable clear communication during meetings Breakfast club targets specific pupils with attendance or punctuality needs	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	Regular meetings by BPDW lead (Deputy Head) with FSW Joint monitoring and responsibility to target the same families.	DHT	June 2020
G To counterbalance effects of social deprivation, enrich pupils' life	Subsidize and enrich curriculum including after school clubs, educational visits,	The two wards that mainly provide our pupil population are both areas of high deprivation as local	Monitor ratio of disadvantaged pupils taking part in clubs; encourage pp pupils to join clubs;	HT and inclusion lead	June 2020

<p>experiences and provide extra opportunities to learn and apply skills in out of school contexts.</p>	<p>cultural events and Y6 activity week. Focus on pupils who are G&T in music.</p> <ul style="list-style-type: none"> - Rock steady - Forest schools - Mad science <p>Collect enrichment data and monitor the access of pupil premium pupil in in school clubs.</p> <p>Alexandra Promise</p> <p>Access to school uniform available for some pupils</p>	<p>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>communicate with parents so that they are aware of extra support towards educational visits</p> <p>Extra-curricular activities strengthen the schools offer. There is a strong uptake of this from the schools population and disadvantaged pupil's benefit from this work.</p>		
<p>H To improve social and emotional health and wellbeing of pupils</p>	<p>Younger minds intervention for pupils to support emotional wellbeing and readiness for learning.</p> <p>SOC training for all staff</p>	<p>Evidence suggests that non-cognitive skills are as important as cognitive skills in determining academic results and that children from poorer back grounds tend to have weaker non-</p>	<p>Receive weekly updates and impact reports from counsellor. Measure pupil's emotional well-being using boxall profile, pupil observations and internal tracking data.</p>	<p>HT – DHT and inclusion lead</p>	<p>June 2020</p>

	<p>Attachment and trauma training for all staff</p> <p>Revisit behaviour policy to make it trauma sensitive</p> <p>GROWTH mindset</p> <p>New PSHE scheme (Jigsaw) to get ready for SRE curriculum</p> <p>Family support worker to be trained through the SPARKLES initiative to be able to engage with vulnerable families. Led by trained social worker – proven to improve early assessment and engagement</p> <p>FSW specifically employed to support vulnerable families and to provide them with social,</p>	<p>cognitive skills than their better off peers. Programmes aimed at promoting pupils' resilience and wellbeing could have significant impact on academic achievements.</p> <p>Research shows that socially disadvantaged children are more likely to suffer from additional adverse childhood experiences that in the long run limit their life chances.</p>	<p>Embed consistent no-blame behaviour strategies</p>		
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	emotional support e.g. Early help.				
Total budgeted cost					£42753.16

5. Review of expenditure				
Previous Academic Year		2018/19		
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
Improve quality first teaching and learning support	<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</p>	<p>T&L reviews attest strongly improved teaching profile and effective support for learners in all subjects as well as effective interventions.</p> <p>Teacher Assessment 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>End of KS data shows progress in line with non PP pupils in school for those <i>non mobile</i> children</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>Continue to use “barrier plans” as they have 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>Further improving cross-curricular writing continues to be on the agenda</p> <p>New focus on reading after having been so successful with writing</p>	73,563.75

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
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	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 and many show rapid improvements once they are re-integrated into standard English teaching. The provision needed extensive support by inclusion lead and HoS but the resulting provision was identified as strength in recent external T&L review (June 18)	Interventions are less effective where pupils exhibit multiple vulnerabilities esp where poor attendance or punctuality creates additional barriers for learning. There is an additional challenge in meeting the needs of EAL learners after they integrated into mainstream teaching. This type of intervention will continue due to its success and the lack of an alternative to intensive specialised	£4730
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.	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.	Interventions are less effective where pupils exhibit multiple vulnerabilities esp where poor attendance or punctuality creates additional barriers for learning. Upon reflection we have decided that this group now has to be targeted by the class teacher	£7,095

iv. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve attendance for pp pupils	Target PA children and hard to reach families, who are PP. Revise role of FSW to implement the revised attendance policy.	Data shows that attendance of pupil premium group has increased over the year by roughly 0.2% to 94.43%. Attendance overall has improved over the course of the year.	<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>	£22,684.40
To counterbalance effects of social deprivation, enrich pupils' life experiences and provide extra opportunities to learn and apply skills in out of school contexts.	Subsidize and enrich curriculum including after school clubs, educational visits, cultural events and Y6 activity week.	<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>	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.	£6,375.48

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.	£3,928
			TOTAL:	118,378.63