

## Pupil premium strategy

1. Summary information (as of October 2020 baseline)					
<b>School</b>	ALEXANDRA JUNIOR SCHOOL				
<b>PP Lead</b>	Ralf Müller and Danielle Lindop				
<b>PP link governor</b>	Julie Gilson				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	132,000	<b>Date of most recent PP Review</b>	10.12.19
<b>Total number of pupils</b>	213 at Oct 19 census	<b>Number of pupils eligible for PP</b>	99	<b>Date for next internal review of this strategy</b>	July 2021

Current base line attainment October 2020 following Covid19 school closure Year 3		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving EXS in Reading	9.5%	22.2%
% achieving EXS in Writing	0%	0%
% achieving EXS in Mathematics	4.8%	7.1%
Current base line attainment October 2020 following Covid19 school closure Year 4		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving EXS in Reading	12.5%	14.7%
% achieving EXS in Writing	4.2%	0%
% achieving EXS in Mathematics	0%	8.8%

Current base line attainment October 2020 following Covid19 school closure <b>Year 5</b>		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving EXS in Reading	17.2%	20%
% achieving EXS in Writing	3.4%	4%
% achieving EXS in Mathematics	6.9%	12%
Current base line attainment October 2020 following Covid19 school closure <b>Year 6</b>		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving EXS in Reading	13.6%	23.5%
% achieving EXS in Writing	22.7%	29.4%
% achieving EXS in Mathematics	0%	23.5%

<b>1. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	High mobility during KS2 of disadvantaged pupils joining the school, often with little or no English or with SEMHD
<b>B.</b>	Some disadvantaged pupils have not had access to a consistent education in KS1 due to mobility
<b>C.</b>	Children from disadvantaged backgrounds have been affected by the school closure due to COVID-19 and need more support to the close gaps that have occurred as a result of the closure.
<b>D.</b>	Not all disadvantaged higher prior attainers make progress in line with national in reading and maths
<b>E.</b>	Some children need to catch up in reading and maths in order to access the full curriculum including disadvantaged pupils who also have SEND needs.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>F.</b>	Those who are eligible for free school meals are often more persistently absent than other children and those who are persistently absent often face a number of multiple and overlapping needs within the home.
<b>G.</b>	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.
<b>H.</b>	High number of families or pupils require social, emotional or mental health support. Children from disadvantaged backgrounds have been affected by the school closure due to COVID-19 and need more support to be ready for learning.

<b>2. Desired outcomes</b> ( <i>Desired outcomes and how they will be</i> )		<b>Success criteria</b>
<b>A.</b>	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>B.</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.
<b>C.</b>	A recovery programme is developed to support the disadvantaged pupils affected by the school closure focused on addressing identified gaps.  Internal data demonstrates that disadvantaged pupils achieve in line with non-disadvantaged pupils in writing.	PP pupils with no SEN perform in line with non PP pupils closing the gap with national at the end KS2  Internal data demonstrates that these pupils make accelerated progress.  To diminish the attainment gap with disadvantaged children nationally in reading, maths, GPS and combined.
<b>D.</b>	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.
<b>E.</b>	Improve oral and written language, reading and maths skills to enable pupils to access the full curriculum for lower ability or SEND 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.  PP pupils on the SEND register make at least expected progress and individuals make accelerated progress from their individual starting points.

<b>F.</b>	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
<b>G.</b>	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
<b>H.</b>	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	2020/21				
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><b>A</b></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>All staff to have training from SLE in the teaching of early 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 /</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>December 2020</p> <p>April 2021</p> <p>July 2021</p>

	<p>monitor EAL provision in all classes.</p> <p>Lowest 20% of readers monitored by English read – received 1:1 reading daily.</p> <p>Reading case studies developed to track progress for pupils working below ARE</p> <p>Implement Flash Academy programme - Digital platform for in school or remote learning for New to English/SEND pupils, supporting the independent learning of EAL pupils in class and the assessment of language proficiency.</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>B</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>December 2020</p> <p>April 2021</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>All staff to have training from SLE in the teaching of early 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>Implement Flash Academy programme - Digital platform for in school or remote learning for New to English/SEND pupils, supporting the independent learning of EAL pupils in class and the assessment of language proficiency.</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 activities</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>July 2021</p>
<p><b>C.</b> A recovery programme is developed to support the disadvantaged pupils affected by the school closure focused on addressing identified gaps.</p>	<p>Use the EEF guidance:- COVID-19 SUPPORT GUIDE FOR SCHOOLS to support the implementation of a recovery programme in school</p> <p>Use the guidance to support and inform decisions about how to use catch-up funding</p>	<p>Research conducted by the EEF and others around the world strongly suggests that compensating for the negative impact of school closures on the gap requires a sustained response. As a school we will plan what to prioritise in the coming months, recognising the</p>	<p>Ensure that the timetables are organised, ensuring staff delivering provision have sufficient preparation and delivery time.</p> <p>Lesson visits and monitoring of evidence to ensure work is challenging and children</p>	<p>SLT Subject leader</p>	<p>Autumn term 2020 – constant review of provision</p>



	<p>especially in relation to enabling disadvantaged pupils to catch-up.</p> <p>QFT delivers intervention to ensure maximal progress – intervention designed at pupil progress meetings and bespoke to each year group.</p> <p>Features:</p> <ul style="list-style-type: none"> <li>Precision teaching</li> <li>SOS</li> <li>Daily reading</li> <li>Small group intervention by teacher in maths and reading</li> <li>Reading squad approach</li> <li>Inference teaching</li> <li>Number bond intervention</li> <li>Short term intervention based of AfL following QFT.</li> </ul> <p>Detailed catch up plan written by each subject leader for each year group. Regularly updated by each year group.</p> <p>Maths – introduce whole class, 3 x weekly, 20 minute maths catch up sessions. Content designed by maths lead and covers missed</p>	<p>tremendous strain the pandemic has already placed on teachers and children.</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 (in particular non-mobile pupils) has been accelerated for underachieving year groups as a result of introducing this pedagogy.</p>	<p>are making progress.</p> <p>Monitor the use of strategies using modelling and structured support, and how they are strategically reduced as a child progresses until they are capable of completing the activity independently</p>		
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	concepts missed during March 2020 school closures				
<b>D</b> 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>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 To begin Spring 1)</p> <p>High quality revision materials are purchased for Year 6 pupils. Maths – stretch and Year 7 materials purchased for Year 6</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>December 2020</p> <p>April 2021</p> <p>July 2021</p>
				Total budgeted cost	£81,811.34

<b>i. 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>
<b>E</b> Improve oral and written language, reading and maths skills to enable pupils to access the full curriculum for lower ability or SEND pupils and accelerate progress of middle attaining pupils in reading and maths	<p>Targeted academic and intensive tuition impacts on the progress and attainment of targeted pupils in speaking and listening, reading and maths</p> <p>Precision teaching SOS Daily reading Small group intervention by teacher in maths and reading Reading squad approach Inference teaching Number bond intervention Short term intervention based of AfL following QFT.</p> <p>All teachers should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.</p>	<p>Lower ability pupils need to make accelerated progress in reading in order to access the full curriculum entitlement. The toolkit suggests that small group interventions do provide a proven platform for generating accelerated progress and supports pupils who are falling behind</p> <p>The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.</p> <p>— flexible grouping; — cognitive and metacognitive strategies; — explicit instruction; — using technology to support pupils with SEND; and —scaffolding.</p>	<p>Regular monitoring of quality and impact of interventions.</p> <p>Staff CPD Lesson visits and monitoring of evidence to ensure work is challenging and children are making progress.</p> <p>Intervention registers are kept.</p>	Targeted small group interventions	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p>
<b>Total budgeted cost</b>					<b>£7435.50</b>

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?
<b>F</b> 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	Research shows that the difference in the attendance between disadvantaged pupils and non disadvantaged is often mirrored in the attainment gap.  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 the head teacher with FSW  Joint monitoring and responsibility to target the same families.	HT	December 2020  April 2021  July 2021
<b>G</b> To counterbalance effects of social deprivation, enrich pupils' life experiences and	Subsidize and enrich curriculum including after school clubs, educational visits, cultural events and Y6 activity week.	The two wards that mainly provide our pupil population are both areas of high deprivation as local data shows. Children typically have very limited	Monitor ratio of disadvantaged pupils taking part in clubs; encourage pp pupils to join clubs; communicate with parents so that	HT and inclusion lead	December 2020  April 2021  July 2021

<p>provide extra opportunities to learn and apply skills in out of school contexts.</p>	<p>Focus on pupils who are PP and MA&amp;T.</p> <ul style="list-style-type: none"> <li>- Rock steady</li> <li>- Forest schools</li> <li>- Mad science</li> </ul> <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>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>Learning outside the classroom adds value to each pupil's academic and personal learning.</p> <p>Learning experiences outside the classroom will impact on self-confidence, self-esteem increasing motivation and engagement in learning.</p>	<p>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><b>H</b> To improve social and emotional health and wellbeing of pupils</p>	<p>CPD to ensure staff are able to identify the personal demographic characteristics, stressful life experiences and poor social and economic circumstances that increase a child's vulnerability to developing mental health difficulties. The relationship between mental illness and/or a poor sense of wellbeing is recognised by 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-cognitive skills than their better off peers. Programmes aimed at promoting pupils' resilience and wellbeing</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. Embed consistent no-blame behaviour strategies</p>	<p>HT – DHT and inclusion lead</p>	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p>

	<p>Younger minds intervention for pupils to support emotional wellbeing and readiness for learning.</p> <p>Emotional coaching training delivered by EPS for all staff.</p> <p>Trauma friendly schools training for all staff.</p> <p>SOC training for all staff</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>PSHE scheme (Jigsaw) implemented consistently whole school to meet the needs of the SRE curriculum</p> <p>Purchased Jigsaw Resilience and Engagement Scale and Toolkit in order to improve assessment</p>	<p>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>Staffs understanding is key to enable learners to overcome those barriers and succeed in learning.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p>			
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	<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, emotional support e.g. Early help.</p>	<p>Research in the UK has shown that good social and emotional skills— including self-regulation, self-awareness, and social skills— developed by the age of ten, are predictors of a range of adult outcomes such as life satisfaction and wellbeing, labour market success, and good overall health.</p>			
Total budgeted cost					£42753.16

3. Review of expenditure				
Previous Academic Year		2019/20		
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><b>A</b> 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 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</p>	<p>Due to Lockdown this was not assessed.</p>	<p>Remote learning will be worked on to make sure that if it is needed it has maximum impact.</p>	



<p><b>B</b> Pupils that have not had access to consistent KS1 education are identified and targeted and make accelerated progress in reading</p>	<p>Reading Squad for lowest 20% of readers</p> <p>Reading case studies developed to track progress for pupils working below ARE <b>(could not complete due to covid related school closures)</b></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>Due to Lockdown this was not assessed.</p>	<p>Remote learning will be worked on to make sure that if it is needed it has maximum impact.</p>	
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<p><b>C</b> The stable disadvantage population of the school are progressing and achieving in line with national disadvantaged (like-for-like) at the end of KS2 in reading and maths</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>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 <b>(could not take</b></p>	<p>Due to Lockdown this was not assessed.</p>	<p>Remote learning will be worked on to make sure that if it is needed it has maximum impact.</p>	
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<p><b>D</b> 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 <b>(could not take place due to covid related school closures)</b></p> <p>High quality revision materials are purchased for Year 6 pupils.</p>	<p>Due to Lockdown this was not assessed.</p>	<p>Remote learning will be worked on to make sure that if it is needed it has maximum impact.</p>	
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<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</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	Due to Lockdown this was not assessed.	Remote learning will be worked on to make sure that if it is needed it has maximum impact.	
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.	Due to Lockdown this was not assessed.	Remote learning will be worked on to make sure that if it is needed it has maximum impact.	

<b>iv. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>Improve attendance for pp pupils</p>	<p>Target PA children and hard to reach families, who are PP. Revise role of FSW to implement the revised attendance policy.</p>	<p>Persistent absenteeism was improving prior to Lockdown</p>	<p>SLT and FSW will continue the approach used last year following</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>			

To improve social and emotional health and wellbeing of pupils	Younger minds intervention			