

**Alexandra Junior School Summary of Pupil Premium Funding Expenditure 2020/21 with success criteria & impact**

Pupil Premium budget - DFE allocated - £130,465 CF 19/20 - £7688.00 Total expenditure for plan -£138,153

| Provision / intervention | Which pupils/<br>how often /<br>level of adult<br>support   | Success criteria  | Cost per year<br>(Actual spend)  | Impact from Sept   |   |
|--------------------------|---|---|--|--|---|
| Teaching                 | Learning Support Practitioners/support staff - Small group or individual support/intervention   | 96 PP pupils/<br>daily every<br>morning/ 1:6<br>maximum | All PP pupils to maintain at least good progress at each assessment point (identified pupils to make accelerated)  | <i>Evidence "Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective deployment and development of teachers and teaching assistants will therefore be at the top of any school's priorities" QFT EEF</i>  | Total spend - £ 68,653.80<br>Autumn spend to date<br>Spring spend to date<br>Summer spend to date |
|                          | CPD - Subject leader release time to monitor their subject across the school to ensure high quality, quality first teaching for disadvantaged pupils across the curriculum or to work on the development of their subject, particularly reading and foundation subjects | 96  | All PP pupils to maintain at least good progress at each assessment point (identified pupils to make accelerated)  | <i>Evidence "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium" PP guide EEF</i>  | Total spend - £2,677.55<br>Autumn spend to date<br>Spring spend to date<br>Summer spend to date   |
|                          | English Speaking Board examinations   | 96  | Pupils improve their speaking at listening and develop clear, effective communication at all levels  | <i>Evidence "Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year." EEF</i>   | Total spend - £3,400<br>Autumn spend to date<br>Spring spend to date<br>Summer spend to date      |
|                          | Power maths resources and training  | 96  | Power Maths is a UK curriculum mastery programme designed to spark curiosity and excitement and nurture confidence in maths. Built around a child-centred lesson design that models and embeds a growth mindset approach to maths and focuses on helping all children to build a deep understanding of maths concepts. | <i>Evidence "There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress." Mastery learning EEF</i>   | Total spend - £480.00<br>Autumn spend to date<br>Spring spend to date<br>Summer spend to date     |
|                          | Myon – Gives pupils access to a digital library   | 96  | myON Reader is a student-centered, personalized literacy environment that gives students access to more than 6,000 enhanced digital books.   | <i>Evidence "Children who are eligible for free school meals are much less likely to own books of their own. Their study revealed a strong link between young peoples' reading ability and their access to books at home. They conclude that "without access to books of their own children are less likely to have positive experiences of reading, less likely to do well at school and less likely to be engaged in reading in any form." National Literacy Trust</i> | Total spend - £1,177.00<br>Autumn spend to date<br>Spring spend to date<br>Summer spend to date   |
|                          | Jigsaw Resilience and Engagement Scale and Toolkit  |   | The Jigsaw Resilience and Engagement Scale and Toolkit offers an effective screening and measurement tool to determine children's levels of resilience and emotional well-being.   | <i>Evidence "On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment." EEF</i>  | Total spend - £100.00<br>Autumn spend to date<br>Spring spend to date<br>Summer spend to date     |

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|                  | FlashAcademy - digital platform, supporting the independent learning of EAL and the assessment of language proficiency |                                       | Digital platform for remote learning for New to English/SEND pupils, supporting the independent learning of EAL pupils in class and the assessment of language proficiency<br><br><i>Evidence "Though those EAL pupils who start school at age 5 generally catch up by age 16, those who arrive at school later on are more likely to need additional support. The key point for schools is to assess pupils' English language proficiency in order to address their learning needs."EEF</i>  | Total spend - £1400<br>Autumn spend to date<br>Spring spend to date<br>Summer spend to date     |  |
|                  | Digital Inclusion – Ability to provide devices and internet connectivity where necessary                               | needs basis                           | All PP pupils have equal access to technology required to support remote learning.<br><br><i>Evidence "Ensuring access to technology is key, particularly for disadvantaged pupils. Almost all remote learning uses digital technology, typically requiring access to both computers and the internet. Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology. In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented." EEF</i> | Total spend - £2,802.75<br>Autumn spend to date<br>Spring spend to date<br>Summer spend to date |  |
|                  | Stationary pack  | 96                                    | All PP pupils have equal access to stationary required to support remote learning in the event of Covid related absence or school closures.<br><br><i>Evidence "There is an established link between the home learning environment at all ages and children's performance at school." Parental engagement guidance report EEF</i>   | Total spend - £98.00<br>Autumn spend to date<br>Spring spend to date<br>Summer spend to date    |  |
|                  | Educational psychologist support   | 2 pupils                              | Raised quality of support for high needs. Reduced waiting list for educational psychology input. Accelerated targeted support.<br><br><i>"There is an established link between SEN and deprivation and it is estimated that 30% of pupils with SEN will benefit from the pupil premium." NASEN</i>  | Total spend - £2200.00<br>Autumn spend to date<br>Spring spend to date<br>Summer spend to date  |  |
|                  | Inclusive learning services  |                                       | Raised quality of support for SEND support. Reduced waiting list for specialist input. Accelerated targeted support.<br><br><i>"There is an established link between SEN and deprivation and it is estimated that 30% of pupils with SEN will benefit from the pupil premium." NASEN</i>  | Total spend - £2,800.00<br>Autumn spend to date<br>Spring spend to date<br>Summer spend to date |  |
|                  | Reading for pleasure   |                                       | Fiction texts linked to school values and the curriculum to be used as the daily class reader<br><br><i>Evidence "Children who are eligible for free school meals are much less likely to own books of their own. Their study revealed a strong link between young peoples' reading ability and their access to books at home. They conclude that "without access to books of their own children are less likely to have positive experiences of reading, less likely to do well at school and less likely to be engaged in reading in any form." National Literacy Trust</i>   | Total spend - £500.00<br>Autumn spend to date<br>Spring spend to date<br>Summer spend to date   |  |
| Targeted support | Intensive new to English programme.  | 10                                    | All PP pupils to maintain at least good progress at each assessment point (identified pupils to make accelerated)<br><br><i>Evidence "Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective deployment and development of teachers and teaching assistants will therefore be at the top of any school's priorities" QFT EEF</i>  | Total spend - £5161.20<br>Autumn spend to date<br>Spring spend to date<br>Summer spend to date  |  |
|                  | Raise progress and attainment for targeted pupil premium pupils. LA and SEND focus reading                             | 12 pupils/ 3 x per week/ intervention | All PP pupils to maintain at least good progress at each assessment point (identified pupils to make accelerated)<br><br><i>Evidence "On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension</i>   | Total spend - £7,741.80<br>Autumn spend to date<br>Spring spend to date<br>Summer spend to date |  |

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|                  |  |              | approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge" Reading comprehension strategies EEF  |  |  |
| Wider strategies | FSW – Support for vulnerable families safeguarding - Early help  | 11           | <p>Reduced barriers to learning by engaging and supporting parents or carers</p> <p>Reduced barriers to learning by engaging learning and feedback to relevant staff</p> <p><i>"To support the home learning environment, schools should take a 'whole school' approach to communicating with and involving parents actively through partnership. In particular, this should be supported by a key member of staff, and involve use of innovations in digital technology where possible to increase engagement with parents." Parent power. Sutton Trust</i></p> | <p>Total spend - £9,531.20</p> <p>Autumn spend to date</p> <p>Spring spend to date</p> <p>Summer spend to date</p> |  |
|                  | FSW – Attendance – Support for families and identified children. | TBC          | <p>Improved attendance. Reducing barriers to attendance by engaging and supporting parents or carers</p> <p><i>Evidence "the findings suggest that schools which have been more successful in raising the performance of disadvantaged pupils have put the basics in place (especially addressing attendance and behaviour, setting high expectations, focusing on the quality of teaching and developing the role of TAs) Supporting the attainment of disadvantaged pupils: articulating success and good practice. DfE.</i></p>                               | <p>Total spend - £9,531.20</p> <p>Autumn spend to date</p> <p>Spring spend to date</p> <p>Summer spend to date</p> |  |
|                  | Breakfast club   | 12           | <p>Improved attendance</p> <p>Reducing barriers to attendance by engaging and supporting parents or carers</p> <p>Give opportunity for a settled and calm introduction to the school day</p> <p><i>Evidence "Our evaluation found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils." Magic Breakfast EEF</i></p>   | <p>Total spend - £650.60</p> <p>Autumn spend to date</p> <p>Spring spend to date</p> <p>Summer spend to date</p>   |  |
|                  | Mad Science for more able pupil premium pupils                   | tbc          | <p>Increased numbers of Pupil Premium accessing clubs.</p> <p>Access to experiences that they wouldn't otherwise have access to</p> <p><i>Evidence "Support to encourage reading for pleasure, educational trips and out-of school study opportunities should be provided to promote attainment for disadvantaged students at all ages." The Sutton Trust report</i></p>   | <p>Total spend - £500.00</p> <p>Autumn spend to date</p> <p>Spring spend to date</p> <p>Summer spend to date</p>   |  |
|                  | Rockstar music tuition for more able pupil premium pupils        | 19 – 2 bands | <p>Increased numbers of Pupil Premium accessing clubs.</p> <p>Access to experiences that they wouldn't otherwise have access to</p> <p><i>Evidence "Support to encourage reading for pleasure, educational trips and out-of school study opportunities should be provided to promote attainment for disadvantaged students at all ages." The Sutton Trust report</i></p>   | <p>Total spend - £1,700.00</p> <p>Autumn spend to date</p> <p>Spring spend to date</p> <p>Summer spend to date</p> |  |
|                  | Extended school activities - clubs (Summer term only)            | 60           | <p>Increased numbers of Pupil Premium accessing clubs.</p> <p>Access to experiences that they wouldn't otherwise have access to</p> <p><i>Evidence "Support to encourage reading for pleasure, educational trips and out-of school study opportunities should be provided to promote attainment for disadvantaged students at all ages." The Sutton Trust report</i></p>   | <p>Total spend - £1,017.80</p> <p>Autumn spend to date</p> <p>Spring spend to date</p> <p>Summer spend to date</p> |  |
|                  | Forest schools   |              | <p>Forest Schools is a unique way of building independence, self-esteem and a positive attitude towards learning in children</p>   | <p>Total spend - £1,000.00</p> <p>Autumn spend to date</p> <p>Spring spend to date</p>                             |  |

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|   |  |   | <p>and young people as they explore and experience the natural world for themselves. A combination of freedom and responsibility is beneficial to children with little confidence or challenging behaviour. Valuable life skills are learnt - communication, team working and responsibility.</p> <p><i>Evidence</i> "Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence." EEF</p> | <p>Summer spend to date</p> |  |
| Trips<br>Y5 Activity week<br>Y6 Activity week<br>(Summer) | 94   | <p>Access to experiences that they wouldn't otherwise have access to</p> <p>Access to these events sometimes compliments the curriculum therefor improving pupils' access to classroom activities.</p> <p><i>Evidence</i> "Support to encourage reading for pleasure, <b>educational trips</b> and out-of school study opportunities should be provided to promote attainment for disadvantaged students at all ages." The Sutton Trust report</p>  | <p>Total spend - £2,141.50</p> <p>Autumn spend to date</p> <p>Spring spend to date</p> <p>Summer spend to date</p>   |                             |  |
| Behaviour treats<br>Alexandra Promise<br>SATS - CGP       | 96   | <p>Access to experiences that they wouldn't otherwise have access to</p> <p><i>Evidence</i> "Support to encourage reading for pleasure, educational trips and out-of school study opportunities should be provided to promote attainment for disadvantaged students at all ages." The Sutton Trust report</p>   | <p>Total spend - £560.00</p> <p>Autumn spend to date</p> <p>Spring spend to date</p> <p>Summer spend to date</p>   |                             |  |
| Social, emotional, health support                         | 1 day per week – all pupils needs analysis | <p>Improved personal development and welfare of pupils e.g. confidence, increase in participation in end of term golden treat.</p> <p>Increased confidence and wellbeing of pupils</p> <p>Reduced waiting list for counselling and CAMHS</p> <p><i>Evidence</i> "a tailored approach to support an individual's behaviour should complement the school's behaviour policy" Improving behaviour in school EEF</p> <p><i>Essential life skills such as confidence, motivation, resilience and communication are associated with better academic outcomes and better prospects in the workplace." Life lessons. Sutton Trust</i></p> | <p>Total spend - £5,885.60</p> <p>Autumn spend to date</p> <p>Spring spend to date</p> <p>Summer spend to date</p>   |                             |  |
| Uniform   | 15   | <p>Reducing barriers to learning and attendance by supporting parents or carers in the cost of uniform requirements</p> <p><i>Evidence</i> "There is an established link between the home learning environment at all ages and children's performance at school." Parental engagement guidance report EEF</p>   | <p>Total spend - £100.00</p> <p>Autumn spend to date</p> <p>Spring spend to date</p> <p>Summer spend to date</p>   |                             |  |
|   |  |   |  | TOTAL-£131,810.00           |  |