

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

Pupil Premium budget - DFE allocated - £130,465 CF 19/21 - £7688.00 Total expenditure for plan -£138,153

Provision / intervention	Which pupils/ how often / level of adult support	Success criteria	Cost per year (Actual spend)	Impact from Sept
Teaching	Learning Support Practitioners/support staff - Small group or individual support/intervention	96 PP pupils/ daily every morning/ 1:6 maximum  <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>	<b>Total spend - £ 68,653.80</b> <b>Autumn spend to date</b> <b>£22,884.60</b> <b>Spring spend to date</b> <b>£22,884.60</b> <b>Summer spend to date</b> <b>£22,884.60</b>	<b>Autumn –</b> <b>Year 3</b> Reading – 84% expected progress and 60% accelerated Writing -92% expected and 76% accelerated Maths – 84% expected and 68% accelerated <b>Year 4</b> Reading – 96% expected progress and 61% accelerated Writing -89% expected and 57% accelerated Maths – 96% expected and 75% accelerated <b>Year 5</b> Reading – 96% expected progress and 61% accelerated Writing -89% expected and 57% accelerated Maths – 96% expected and 75% accelerated <b>Year 6</b> (nb. many of the PP pupils had poor attendance and/or extended Covid absences.) Reading – 70% expected progress and 44% accelerated Writing -78% expected and 48% accelerated Maths – 74% expected and 65% accelerated <b>Spring –</b> Due to second national lock down all pupils have now been baselined on their return to school. Please see full data report. <b>Summer</b> <b>Year 3</b> Reading – in line for progress and attainment Writing – 0.7 better progress for the year (in line this AP) – attain in line Maths – PP make slightly better progress and attain slightly higher than non PP (by 13%) <b>Year 4</b> in line in all subjects <b>Year 5</b> Better in reading at each AP this year – by 0.8 this APP alone! PP attain slightly higher than Non PP Writing – slightly better progress than nonPP – attaining roughly in line Maths- slightly less avg progress but gap from AP2 reduced to 19% (from 23%) <b>Year 6</b> Reading – roughly in line and no attainment gap (gap at KS1 was 25%!) Writing – roughly in line – slight gap opening 44 v 61 Maths – strong progress this AP (better than nonPP by 1.5) which reduced gap to 18% from 27% at last AP – gap was 25% at KS1
	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>	<b>Total spend - £2,677.55</b> <b>Autumn spend to date</b> <b>£892.52</b> <b>Spring spend to date</b> <b>£892.52</b> <b>Summer spend to date</b> <b>£892.52</b>

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 Autumn spend to date £0.00 Spring spend to date £0.00 Summer spend to date £2952.00 Under spend - £448.00	Autumn May take place virtually Summer term Spring – May take place virtually Summer term Summer – 100% success in this years virtual examination. All PP pupils achieved either pass, merit or distinction.
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 Autumn spend to date £480.00	Autumn – All staff attending CPD November 2020. All staff now have access to additional high quality resources including improved explanation of variation for staff, deepening of curriculum objectives and misconception videos.
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 Autumn spend to date £1,177.00	Autumn – Class teachers monitor class access to Myon. Enables all pupils to have access to a library. Audio book function supportive of pupils and families.
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 Autumn spend to date £100.00	Autumn – DHT to trial in Year 3. Also SEND team will use as pre and post assessment of SEMH interventions. Spring – SEND team will use as pre and post assessment of SEMH interventions and for pre and post assessment of younger minds intervention.
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  <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 Autumn spend to date £1400	Autumn – Training will take place virtually in the Spring term Spring – Used as alternative learning platform for new to English pupils during lockdown 2. All Allstars have now completed the EAL Primary Proficiency baseline on return to school. Inclusion lead will now track progress against these indicators at each assessment point also. <b>March baseline</b> Proficiency band A - 1/25 Proficiency band B - 10/25 Proficiency band C - 10/25 Proficiency band D - 6/25 Proficiency band E - 0/25 <b>Summer</b> All Allstars have now completed the EAL Primary Proficiency baseline for AP3. Inclusion lead will now use this data as exit criteria to return to whole class provision at proficiency band C or better. <b>June assessment</b> NB 2 pupils left the school, 2 pupils absent for testing Proficiency band A - 0/21 Proficiency band B - 7/21 Proficiency band C - 9/21 Proficiency band D - 5/21 Proficiency band E - 0/21 19 pupils have comparable data. 58% (11/19) made good progress and moved at least 1 proficiency band. 8 pupils remained at the same proficiency band. 14 pupils left allstar provision to attend in class English.
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.	Total spend - £9145.75 Autumn spend to date £0.00 Spring spend to date	Autumn – Time focussed on implementing a new online learning platform – Google classroom. This ensured all parents and pupils were trained in the use of the platform. The school is currently investigation DfE opportunities in free wifi

			<p>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</p>	<p>£7,580.38  <b>Summer spend to date</b>  £644.61</p> <p>Under spend - £920.76</p>	<p>connectivity. School has also acquired free SIM cards through a Vodafone offer, which are being distributed to families. Data was gathered about the digital needs of PP families to enable to school to be prepared in the event of short-term closures, bubble closures and whole school closures.</p> <p><b>Spring</b> –  Due to January school closures school ICT equipment has been loaned to families. Lease of 60 chromebooks enabled all PP pupils to loan a laptop if required and now means pupils have access to this equipment in class to enable blended learning approaches. In order to facilitate this additional time from our ICT provider was purchased</p> <p><b>Summer</b> –  In order to support pupils access school purchased a magic badge system allowing pupils to log on using a QR code rather than a user name and password.</p>
	Stationary pack	96	<p>All PP pupils have equal access to stationary required to support remote learning in the event of Covid related absence or school closures.</p> <p>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</p>	<p><b>Total spend - £98.00</b>  <b>Autumn spend to date</b>  £0.00  <b>Spring spend to date</b>  £98.00</p>	<p><b>Autumn</b> –  Any PP pupil requiring remote learning has been provided with stationary if necessary. Assessment will be costed in Spring</p> <p><b>Spring</b> – All PP pupils were provided with a full stationary pack during lockdown 2. This supported their access to remote learning e.g. white board and whiteboard pen for integration in live lessons. This had a huge impact on engagement and pupils were very proud to set up a workstation.</p>
	Educational psychologist support	2 pupils	<p>Raised quality of support for high needs. Reduced waiting list for educational psychology input. Accelerated targeted support.</p> <p>"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</p>	<p><b>Total spend - £2200.00</b>  <b>Autumn spend to date</b>  £0.00  <b>Spring spend to date</b>  £1100  <b>Summer spend to date</b>  £0.00  <b>Under spend - £1100.00</b></p>	<p><b>Autumn</b> –  Assessment for one PP pupil has taken place which has resulted in the recommendation of an EHCP application for this pupil.</p> <p><b>Spring</b> – No assessments this half term. 2 pupils on the list have left the school so their assessments were cancelled.</p> <p><b>Summer</b> - No assessments this term.</p>
	Inclusive learning services		<p>Raised quality of support for SEND support. Reduced waiting list for specialist input. Accelerated targeted support.</p> <p>"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</p>	<p><b>Total spend - £2,800.00</b>  <b>Autumn spend to date</b>  £700.00  <b>Spring spend to date</b>  £700.00  <b>Summer spend to date</b>  £60.00  <b>Under spend - £1340.00</b></p>	<p><b>Autumn</b> –  The school has purchased 4 specialist sessions from Inclusive learning services, which will result in a dyslexia diagnosis, moderate learning difficulties assessment and next steps and a dyspraxia assessment.</p> <p><b>Spring</b> – One assessment took place during lockdown which had resulted in a new round of the assess, plan, do, review cycle for the pupil. Other assessments were due to take place Spring term, but were delayed due to lockdown and will be completed in the Summer term</p> <p><b>Summer</b> – 4 specialist referrals were submitted however due to bubble closures/LA capacity 2 sessions have now been carried over into Autumn 21/22</p>
	Reading for pleasure		<p>Fiction texts linked to school values and the curriculum to be used as the daily class reader</p> <p>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</p>	<p><b>Total spend - £500.00</b>  <b>Autumn spend to date</b>  £63.75  <b>Spring spend to date</b>  £74.95  <b>Summer spend to date</b>  £361.30</p>	<p><b>Autumn</b> –  Subject leads are selecting books for purchase in Spring, which strengthen reading for learning opportunities and promote knowledge retention by applying this to different contexts.</p> <p><b>Spring</b> – Each class now has a set of texts, which strengthen reading for learning opportunities and promote knowledge retention by applying this to different contexts.</p> <p><b>Summer</b> - Each class now has a set of texts, which strengthen reading for learning opportunities and promote knowledge retention by applying this to different contexts.</p>
	Lexia		<p>Lexia® Core5® Reading supports primary school educators in providing differentiated instruction for pupils of all abilities (R–Y6). Lexia's research-proven program provides explicit, systematic, personalised learning in the five areas of reading instruction.</p>	<p><b>Summer spend to date</b>  £6952.08</p>	<p><b>Summer</b> – Purchased 100 licenses to support the lowest 20%. New intervention opportunity enabled by increased technology.</p>
Targeted support	Intensive new to English programme.	10	<p>All PP pupils to maintain at least good progress at each assessment point (identified pupils to make accelerated)</p> <p>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</p>	<p><b>Total spend - £5161.20</b>  <b>Autumn spend to date</b>  £1720.40  <b>Spring spend to date</b>  £1720.40  <b>Summer spend to date</b>  £1720.40</p>	<p><b>Autumn</b> –  Since covid restrictions, this group in taught in even smaller bubble groups so pupils are receiving an even more personalised approach to their learning. Baselines confirmed that the group's language proficiency had declined during school closures so emphasis has been on speaking and listening.</p> <p><b>AllStars</b> (nb. many of the PP pupils had poor attendance)  Reading – 88% expected progress and 60% accelerated  Writing -80% expected and 44% accelerated</p>

					<p><b>Spring</b> – This group were difficult to reach during remote learning. All pupils were offered a place in school however, majority declined preferring their children remain at home. Our Bilingual lead provided a live zoom daily and set work using flash academy. These pupils all also accessed google classroom and followed work set by the class teacher.</p> <p><b>Summer</b> – See English proficiency data above. Reading – 85% expected progress and 70% accelerated Writing -60% expected and 45% accelerated</p>
	Raise progress and attainment for targeted pupil premium pupils. LA and SEND focus reading	12 pupils/ 3 x per week/ intervention	<p>All PP pupils to maintain at least good progress at each assessment point (identified pupils to make accelerated)</p> <p><i>Evidence "On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension 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</i></p>	<p>Total spend - £7,741.80 <b>Autumn spend to date</b> £2582.60 <b>Spring spend to date</b> £2582.60 <b>Summer spend to date</b> £2582.60</p>	<p><b>Autumn</b> – Year 6 intervention group focussing on basic skills including 1:1 daily reading, SOS spelling, precision teaching. <b>Year 6</b> (8 pupils – 3 pupils attendance lower than 75%) Reading – 50% expected progress and 50% accelerated <b>Spring</b> – Remote intervention was designed to support these pupils and was delivered by support staff and the assistant SENCO. If pupils did not attend virtually they were offered a place in school. <b>Summer</b> - Year 6 intervention group focussing on basic skills including 1:1 daily reading, SOS spelling, precision teaching.</p>
Wider strategies	FSW – Support for vulnerable families safeguarding - Early help	11	<p>Reduced barriers to learning by engaging and supporting parents or carers 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 <b>Autumn spend to date</b> £3,177.07 <b>Spring spend to date</b> £3,177.07 <b>Summer spend to date</b> £3,177.07</p>	<p><b>Autumn</b>–Early help meetings held supported family and young person in being ready for learning. Reports between HSLW and teachers and family ensured any barriers to learning (e.g. reading diary, home work, PE kit etc.) were addressed by the early help and reduced. Improved personal development and welfare of pupils. Early help meetings also contributed to improved attendance in some cases. This area has also been impacted on due to covid related absences requiring increased phone calls and monitoring from the FSW and school. <b>Spring</b> – As above. School have maintained strong links holding all meetings virtually and increased welfare calls during the lockdown. <b>Summer</b> - As above. School have maintained strong links holding all meetings virtually and increased welfare calls during the lockdown.</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 <b>Autumn spend to date</b> £3,177.07 <b>Spring spend to date</b> £3,177.07 <b>Summer spend to date</b> £3,177.07</p>	<p><b>Autumn</b>- This area has required a huge amount of time from the FSW and office staff due to covid related absences. Currently following LA and government guidance regarding attendance. <b>Spring</b> – This area has required a huge amount of time from the FSW and office staff due to covid related absences. Currently following LA and government guidance regarding attendance. <b>Summer</b> – This area has required a huge amount of time from the FSW and office staff due to covid related absences. Currently following LA and government guidance regarding attendance.</p>
	Breakfast club	12	<p>Improved attendance Reducing barriers to attendance by engaging and supporting parents or carers 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 <b>Autumn spend to date</b> £216.87 <b>Spring spend to date</b> £216.87 <b>Summer spend to date</b> £216.87</p>	<p><b>Autumn</b> –Club was held for invited PP pupils in order to support their attendance and readiness for learning. <b>Spring</b> – Club was held for pupils in school in order to support their attendance and readiness for learning. <b>Summer</b> – Club was held for pupils in school in order to support their attendance and readiness for learning.</p>
	Mad Science for more able pupil premium pupils	tbc	<p>Increased numbers of Pupil Premium accessing clubs. 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 <b>Autumn spend to date</b> £0.00 <b>Spring spend to date</b> £0.00 <b>Summer spend to date</b> £0.00 <b>Under spend - £500.00</b></p>	<p>This club could not take place due to covid restrictions.</p>
	Rockstar music tuition for more able pupil premium pupils	19 – 2 bands	<p>Increased numbers of Pupil Premium accessing clubs. Access to experiences that they wouldn't otherwise have access to</p>	<p>Total spend - £1,700.00 <b>Autumn spend to date</b> £52.08 <b>Spring spend to date</b> £0.00</p>	<p><b>Autumn</b>– Targeted pupils attend rockstar music group - Attitude, engagement and enthusiasm is high and this has been noted to have the same impact in class by class teachers – particularly pupil confidence. Provision currently paused.</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><b>Summer spend to date</b> £156.25</p> <p><b>Under spend - £1491.67</b></p>	<p><b>Spring</b> – Provision did not take place during Spring due to lockdown and covid restrictions. Will be again in Summer.</p> <p><b>Summer</b> - Targeted pupils attend rockstar music group - Attitude, engagement and enthusiasm is high and this has been noted to have the same impact in class by class teachers – particularly pupil confidence.</p>
Extended school activities - clubs (Summer term only)	60	<p>Increased numbers of Pupil Premium accessing clubs. 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><b>Total spend - £1,017.80</b></p> <p><b>Autumn spend to date</b> £0.00</p> <p><b>Spring spend to date</b> £305.34</p> <p><b>Summer spend to date</b> £712.46</p>	<p><b>Autumn</b> No clubs lead by teaching staff have taken place this term. Provision currently paused.</p> <p><b>Spring</b> – Teachers ran a bubble club for the last 3 weeks of term. 55% of pupils attended were PP. We will introduce a wider variety of clubs in the summer term.</p> <p><b>Summer</b> - Teachers ran a bubble club for the last 3 weeks of term. 45% of pupils attended were PP. We will introduce a wider variety of clubs in the summer term.</p>
Forest schools		<p>Forest Schools is a unique way of building independence, self-esteem and a positive attitude towards learning in children 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" 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</i></p>	<p><b>Total spend - £1,000.00</b></p> <p><b>Autumn spend to date</b> £0.00</p> <p><b>Spring spend to date</b> £510.98</p> <p><b>Summer spend to date</b> 489.02</p>	<p><b>Autumn</b>– This provision was about to begin again in Year 4 and Year 5 however it has been paused due to second lockdown.</p> <p><b>Spring</b> – Forest school club was started again for last 3 weeks of Spring term – 72% PP attendance. Equipment purchased to enable pupils to work safely and comfortably outdoors.</p> <p><b>Summer</b> - Equipment purchased to enable pupils to work safely and comfortably outdoors.</p>
Trips Y5 Activity week Y6 Activity week (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 "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><b>Total spend - £2,141.50</b></p> <p><b>Autumn spend to date</b> £0.00</p> <p><b>Spring spend to date</b> £0.00</p> <p><b>Summer spend to date</b> £1219.90</p> <p><b>Under spend - £1921.60</b></p>	<p><b>Autumn</b> No trips have taken place this half term. Some classes have enjoyed virtual visits linked to History.</p> <p><b>Spring</b> – No trips have taken place this half term.</p> <p><b>Summer</b> – Y6 activity week took place on school grounds. Y4 – Hales estate visit Y3 – Shugborough hall visit</p>
Behaviour treats Alexandra Promise SATS - CGP	96	<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><b>Total spend - £560.00</b></p> <p><b>Autumn spend to date</b> £0.00</p> <p><b>Spring spend to date</b> £310.50</p> <p><b>Summer spend to date</b> £92.50</p> <p><b>Under spend - £157.00</b></p>	<p><b>Autumn</b> All PP pupils eligible for behaviour treat this term. All activities completed on the Alexandra Promise have been free of charge during Autumn.</p> <p><b>Spring</b> – All PP pupils eligible for behaviour treat this term. All activities completed on the Alexandra Promise have been free of charge during Autumn. Y6 SATS revision materials purchased enabling all PP pupils to have their own revision guide.</p> <p><b>Summer</b> All PP pupils eligible for behaviour treat this term. All activities completed on the Alexandra Promise have been free of charge during Summer.</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 "a tailored approach to support an individual's behaviour should complement the school's behaviour policy" Improving behaviour in school EEF</i></p>	<p><b>Total spend - £5,885.60</b></p> <p><b>Autumn spend to date</b> £1961.87</p> <p><b>Spring spend to date</b> £1961.87</p> <p><b>Summer spend to date</b> £1961.87</p>	<p><b>Autumn</b> 100% of pupils accessing younger minds were pupil premium this term. These children would have still been on a waiting list for CAHMS. All pupils assessed using a boxall profile made progress against previous targets set.</p> <p><b>Spring</b> – 100% of pupils accessing younger minds were pupil premium this term. These children would have still been on a waiting list for CAHMS. All pupils assessed using a boxall profile made progress against previous targets set.</p> <p><b>Summer</b> 100% of pupils accessing younger minds were pupil premium this term. These children would have still been on a waiting list for CAHMS. All pupils assessed using a boxall profile made progress against previous targets set.</p>

			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		
	Uniform	15	<p>Reducing barriers to learning and attendance by supporting parents or carers in the cost of uniform requirements</p> <p>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</p>	<p>Total spend - £100.00</p> <p>Autumn spend to date £0.00</p> <p>Spring spend to date £0.00</p> <p>Summer spend to date £36.95</p> <p>Under spend - £63.05</p>	<p>Autumn – Not required this term</p> <p>Spring – School have supported 2 pupils with full school uniform. Cost to be included in Summer spend.</p> <p>Summer – use outlined above.</p>
				Under spend - £6952.08 – See Lexia in Tier 1 approaches	