Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Alexandra Junior School
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	48.5%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 to 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Ralf Muller, Headteacher
Pupil premium lead	Danielle Lindop, Assistant Headteacher
Governor / Trustee lead	Angela Hardstaff, lead for disadvantaged pupils

Funding overview

Detail (2023-24)	Amount
Pupil premium funding allocation this academic year	£162,960
Recovery premium funding allocation this academic year	£14,634
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£177,594

Part A: Pupil premium strategy plan

Statement of intent

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"Putting children first"

RESPECT: **R**esponsibility, **E**quality, **S**afety, **P**articipation, **E**xcellence, **C**ommunity and **T**rust

Growing up – it is about finding out who you are by figuring out what is out there and how to fit in with the world around you before you can make your move, the move that makes you stand out and that leaves your mark for ever. Many roads have to be travelled and many encounters made along the way before you reach your destiny. Many hours have to be spent in preparation to hone your skills and shape your mind. That's what education is all about: from being led and guided on your path through life to becoming independent and to becoming yourself.

All the experiences, the opportunities for exploration, self-expression, engagement with others entailed in our Alexandra promise and our curriculum are designed to help you to get to know yourself and embrace who you are so that you can choose how to be awesome, to excel: to stand out.

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Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The pupil premium strategy is implemented as the whole school development plan to ensure every priority is focused on disadvantaged pupils striving and thriving to achieve their goals, including strong progress for those who are already high attainers.

We also have the highest regard and consideration for the extra challenges faced by vulnerable pupils, such as those who have a social worker, or who are themselvesyoung carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are eligible for pupil premium.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to the School Development Plan for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils and SEND pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Language development to close the vocabulary gap between the disadvantaged and their non disadvantaged peers.
2	Reading development to close the gap between the disadvantaged, including those with SEND and their non-disadvantaged peers.
3	Mathematical development to close the gap between the disadvantaged, including those with SEND and their non-disadvantaged peers.
4	Higher prior attaining disadvantaged pupils to make progress in line with their peers to be above national in reading and maths.
5	Metacognition development to close the gap for disadvantaged pupils to be as independent and self-reflective in all areas of learning and development as their national peers. .
6	Our assessments and observations indicate that the education and well-being of many of our pupils have been impacted by partial school closures and our disadvantaged pupils to a greater extent than for other pupils due to less online engagement or attendance in school. These findings are supported by national studies.
	This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and maths. Accurate targeted intervention and tutoring for the disadvantaged pupils to catch up.
7	Observations and data overtime evidences a high mobility during KS2 of disadvantaged pupils joining the school, often with little or no English, gaps in previous education or with SEMHD.
8	The pupil base is in the highest percentile of all schools in terms of deprivation.
	We aim to counterbalance effects of social deprivation by identifying enrich pupils' life experiences and provide extra opportunities to learn and apply skills in out of school contexts.

	All staff are highly trained to identify pupils and their families with SEMH needs and early intervention for family and SEMH support is paramount to ensuring the disadvantaged pupils are ready to learn
9	Family support is robust for disadvantaged pupils who are often more persistently absent than other children and those who are persistently absent as they often face a number of multiple and overlapping needs within the home. Attendance data is reported and monitored by all levels of Trust governance.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Intended outcome 1 Improved language, comprehension and writing skills for pupils eligible for PP to give disadvantaged pupils the speech, language and communication skills needed to ensure improved literacy skills across the school.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Pupils use a range of higher language across the curriculum.
Intended outcome 2 Improved reading attainment among disadvantaged pupils, including higher attaining pupils.	KS2 reading outcomes in 2024/25 show that disadvantaged pupils make accelerated progress and attain at least in line with national figures.
Intended outcome 3 Improved maths attainment for disadvantaged pupils including higher attaining pupils.	KS2 maths outcomes in 2024/25 show that disadvantaged pupils make accelerated progress and attain at least in line with national figures.
Intended outcome 4 Pupils are more resilient, self-reflective and independent through metacognitive	Assessments and observations indicate significantly improved resilience, self-reflection and independence among disadvantaged pupils.

strategies a changed pedagogy enabled by technology.	This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Intended outcome 5 To address the additional SEMHD pupils face due to covid related school closures, poor home learning support and environment and limited life experiences beyond the home, for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • Trauma friendly schools practice is evidenced across school life • We are part of a pilot with ARC to achieve ARC accreditation • quantitative data e.g. boxall profile, behaviour monitoring • qualitative data from student voice, student and parent surveys and teacher observations • an increased in participation in enrichment activities, particularly among disadvantaged pupils
Intended outcome 6 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	• Attendance of PP children is above the National for PP children. • Gap between PP and National non PP is closing • Persistent absences are reduced to below the National gap.

Activity in this academic year (2023-24)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£107,662.45**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intended outcome 1 Formulate the active ingredients of our model for class language development which is applied across the curriculum including a whole-school model for explicit vocabulary teaching, continuing to refine the practice by providing opportunities to share best practice and monitor their consistent use and impact (and introduce new staff to the model) With subject leaders, review our approach to selecting the vocab which is explicitly taught – whole school, progressive word list. Subject leaders to check and refine Tier 3 vocab lists. Embody collaborative leadership model linked to vocabulary development. Each subject leader to take responsibility for this in their subject. Further develop 'Word consciousness'. Pupils show curiosity and interest in words - their meaning and origin. Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication in all subjects. All teachers to effectively teach the English Speaking Board pedagogy to support oracy. Regular opportunities given to all learners to present, perform and collaborate. Continue to refine agreed whole-school consistent approach on how to teach reading	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality class-room discussion, are inexpensive to implement with high impacts on reading: Improving Literacy in Key Stage 2	EEF (educationendowmentfoundation.org.uk) Oral language interventions	Toolkit Strand	Education Endowment Foundation	EEF Metacognition and Self-regulated Learning	EEF (educationendowmentfoundation.org.uk) Using pupil premium	EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5, 6, 7

Continue to monitor and evaluate the 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. Revise existing New to English provision and trial more intensive initial language acquisition methods for New to English learners New staff to be introduced to Closing the vocab gap training Continue to deliver high quality professional CPD linked to metacognitive strategies in the class to enable a structured, consistent approach. Strategies introduced last year are reviewed, best practice shared and impact monitored Rigorous, robust evaluation of the impact of chosen approaches at each milestone		
Intended outcome 2 Effective teaching of reading is in place across the school which impacts on progress and attainment so that disadvantaged children achieve in line with national at both standards at the end of KS2 Continue to implement and refine a rigorous and sequential approach to reading across the school, which features explicit teaching of reading skills. New staff CPD in approach to reading from year group partner and subject lead. Subject leader to receive phonics training from Alexandra Infants' School SLE in order to refine delivery the anima phonics program, provision is monitored, best practice shared with all staff A reading squad approach is embedded across the school and is transferable into any year group which requires this approach in particular in Year 3 and 4. Reciprocal reading Casestudy – lowest 20% - reading fluency scale, words read per minutes, lexia EAL lead to run intensive New to English program and support / monitor EAL provision in all classes. Lowest 20% of readers monitored by English lead – receive 1:1 reading daily.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Improving Literacy in Key Stage 2	EEF (educationendowmentfoundation.org.uk) Metacognition and Self-regulated Learning	EEF (educationendowmentfoundation.org.uk) Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their	1, 2, 3, 4, 5, 6, 7

Reading books connect closely to phonics knowledge pupils are taught. Reading case studies developed to track progress for pupils working below ARE. Continue to monitor and evaluate the 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. Continue to identify staff to have further training from SLE in the teaching of early reading. Regular formative assessment of reading attainment at all stages to ensure gaps are addressed quickly and effectively. Reading attainment is assessed at each assessment point and gaps are addressed quickly and effectively with the help of interventions based on a question level analysis (Shine program) Home reading is to be monitored weekly by the teacher and concerns to be addressed quickly. Staff have access to appropriate CPD to develop their teaching of reading. If needed, identified staff (both teachers or support staff) benefit from coaching in this area from the Subject leader. Head teacher weekly weigh in for disadvantaged pupils. Continue to source or develop high quality professional CPD linked to metacognitive strategies in the class delivered to all staff to enable a structured, consistent approach. Rigorous, robust evaluation of the impact of chosen approaches at each milestone	peers. Lexia Reading Core5®	EEF (educationendowmentfoundation.org.uk) Reading squad approach ensures small group teaching for pupils who are early readers. Small group tuition	EEF (educationendowmentfoundation.org.uk) Whole class guided reading Reading comprehension strategies	EEF (educationendowmentfoundation.org.uk) Reciprocal Reading	EEF (educationendowmentfoundation.org.uk) Switch-on Reading	EEF (educationendowmentfoundation.org.uk) Using pupil premium	EEF (educationendowmentfoundation.org.uk)	
Intended outcome 3 Effective teaching of maths is in place across the school which impacts on progress and attainment so that disadvantaged children achieve in line with national at both standards at the end of KS2 A rigorous and sequential approach to maths across the school is improving attainment at end of year assessments	Metacognition and Self-regulated Learning	EEF (educationendowmentfoundation.org.uk) The DfE non-statutory guidance has been pro-duced in conjunction with	1, 3, 4, 5, 6, 7

A new progressive document is implemented to improve arithmetic. This has been researched, discussed with maths specialist, trialed and rolled out to all year groups. A new approach to fluency is implemented (counting, can you still and VIPs) researched, discussed with maths specialist, trialed and rolled out to all year groups Staff have access to appropriate CPD to develop their teaching of maths. If needed, identified staff (both teachers or support staff) benefit from coaching in this area from the Subject leader. Vocabulary enrichment to be a focus using sentence stems to support the children's development of mathematical vocabulary. Head teacher weekly weigh in for disadvantaged pupils. High quality professional CPD linked to metacognitive strategies in the class delivered to all staff to enable a structured, consistent approach. Rigorous, robust evaluation of the impact of chosen approaches at each milestone	the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 Mastery learning	EEF (educationendowmentfoundation.org.uk) Using pupil premium	EEF (educationendowmentfoundation.org.uk)	
Intended outcome 4 Effective High Quality Teaching is consistent across the curriculum Blended learning lead to visit partner school and look at best practice, trial in certain YGs and roll out to teachers (esp how to use blended learning for writing) Blended learning target on each subject leaders action plan in particular for assessment and feedback Blended learning to feature as success criteria on teacher appraisal Continue to research models for targeting lowest 20% through blended learning – e.g. teacher able to deliver intervention while pupil are on devices Homework is delivered via learning platform Signpost specific disadvantaged pupils to self-paced learning opportunities which they can engage with independently – flipped learning	Metacognition and Self-regulated Learning	EEF (educationendowmentfoundation.org.uk) This guidance report includes a number of practical examples of technology being used in ways which support improved teaching (e.g., by increasing the accuracy of teacher assessment) or improve pupil learning (e.g., by increasing the quality and quantity of pupil practice). Using Digital Technology to Improve Learning	EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5, 6, 9

videos – expose pupils to content before the lesson or be able to access content which they have missed due to absence	Using pupil premium | EEF (educationendowmentfoundation.org.uk)	
Provide identified disadvantaged pupils with 1:1 device which can be taken home in order to improve access and engagement		
SEND/LA prior attainers benefit from blended learning rotation model and are targeted with flipped learning videos to pre-teach content before lesson/revisit content independently during a lesson or at home, where appropriate.		
Rigorous, robust evaluation of the impact of chosen approaches at each milestone		

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £29,258.65 + £14,634 = £43,892.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intended outcome 2 Maintenance of the subscription of a programme to improve vocabulary, reading fluency and skills for disadvantaged pupils who are developing early reading skills. Continue to monitor impact of LEXIA.	Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. Lexia Reading Core5® | EEF (educationendowmentfoundation.org.uk)	1, 2, 5, 6, 7
Intended outcome 2 Additional, small group, 1:1 phonics sessions targeted at disadvantaged pupils who require further phonics support. Additional, small group, Switch on or inference reading sessions targeted at disadvantaged pupils who require further early reading and comprehension support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF The purpose of Switch-on is to achieve functional literacy for as many pupils as possible, and so to close the reading achievement gap for vulnerable children working below age-expected levels.	1, 2, 5, 6, 7

	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/switch-on-reading?utm_source=/projects-and-evaluation/projects/switch-on-reading&utm_medium=search&utm_campaign=site_search&search_term=switch%20on Small group tuition | EEF (educationendowmentfoundation.org.uk)	
Intended outcome 2 Highly adapted, small group English lessons are targeted at disadvantaged pupils who are new to the country or new to speaking English.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing: Improving Literacy in Key Stage 2 | EEF (educationendowmentfoundation.org.uk) Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF Metacognition and Self-regulated Learning | EEF (educationendowmentfoundation.org.uk) Using pupil premium | EEF (educationendowmentfoundation.org.uk) Small group tuition | EEF (educationendowmentfoundation.org.uk)	1, 2, 5, 6, 7
Intended outcome 2 and 3 Engaging with the National Tutoring Pro-gramme to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers as well as those with SEND.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1,2, 3, 4, 6, 7

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£40,659.70**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intended outcome 5 To address the additional challenges SEMHD pupils face including those exacerbated by covid related school closures among others by implementing taught metacognition, self-regulation, self-regulated learning strategies and growth mindset. To embed Trauma Friendly Schools Practice across school life based on the AATI audit and the related action plan Senior Mental Health lead to implement and monitor a whole school approach to Mental Health and Wellbeing, including a Social, Emotional and Mental Health Policy. To use nurture approach for targeted pupils. To use restorative practice across the school. To monitor impact of younger mind support using Boxall profile data and behaviour tracking data where appropriate. To review the impact of the Positive behaviour and rewards policy taking into account individual pupil needs. To continue to monitor the consistent use and impact of Jigsaw PSHCE scheme consistently whole school.	Evidence "a tailored approach to support an individual's behaviour should complement the school's behaviour policy" Improving behaviour in school EEF Improving Social and Emotional Learning in Primary Schools | EEF (educationendowmentfoundation.org.uk) 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	8, 9
Intended outcome 6 Monitor attendance and punctuality regularly in line with new attendance guidance. FSW and attendance lead to support identified families. Leaders to continue to source any up to date research or CPD in this area e.g. Emotionally based school avoidance training Early help set up as required.	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	8, 9

	role of TAs) Supporting the attainment of disadvantaged pupils: articulating success and good practice. DfE.	
Letters home to parents for identified children. FSW and attendance lead to monitor attendance. Headteacher aware of any attendance issues. Weekly attendance reports analysed and acted on. Free breakfast club to support parents and punctuality. Attendance rewards FSW to analyse PA make up across the school and develop more effective ways to involve these groups in the school community School council include attendance in their meetings and discuss ways to improve this.		
Intended outcome 5 Targeting PP children to attend extra-curricular activities. PP Pupil voice is captured in comparison to non PP pupil voice Wide variety of activities available, including non-academic clubs delivered by staff with specific skills in those areas. Monitoring of registers for the uptake of PP children to the extra-curricular activities. Subsidise and enrich curriculum including after school clubs and educational visits Holiday clubs offered during each school break	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	8, 9

Total budgeted cost: £177,594

Externally provided programmes

Programme	Provider
NTP	Third Space
NTP	Targeted Provision
School led tuition	Internal staff

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Please see outcomes table for impact report.

Externally provided programmes

Programme	Provider
Maths tutoring	Third Space
NTP	Targeted Provision
Mental Health Support	Younger Minds

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding EEF recommended strategies around using metacognition.

- Embed a consistent approach for vocabulary enrichment as research shows that this is the largest barrier to achievement for disadvantaged pupils

- CPD for all staff in areas such as phonics as well as general early reading strategies.

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We had also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.