

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	226
Proportion (%) of pupil premium eligible pupils	61.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
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	£142,080
Recovery premium funding allocation this academic year	£0
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	£142,080

Part A: Pupil premium strategy plan

Statement of intent

“Putting children first”

RESPECT: Responsibility, Equality, Safety, Participation, Excellence, Community and Trust

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.

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, those who have a history of persistent absenteeism or who are themselves young 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.

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	<p>Closing the <u>vocabulary and oracy gap</u></p> <p>Language development to close the vocabulary gap between the disadvantaged and their non-disadvantaged peers nationally and further improve oracy development across the whole school.</p> <p>Secondary/additional factors in addition to being disadvantaged e.g. SEND, EAL, mobility, low attendance, ACES</p> <p>Observations and data overtime evidence a high mobility during KS2 of disadvantaged pupils joining the school, often with little or no English, gaps in previous education or with SEMHD.</p>
2	<p>Ensuring that our children are able to fulfil their academic potential through high quality teaching and addressing gaps immediately to ensure pupils' keep up: <u>Reading, Writing and SPAG</u></p> <p>English development to close the gap between the disadvantaged, including those with SEND and their non-disadvantaged peers nationally.</p> <p>Secondary/additional factors in addition to being disadvantaged e.g. SEND, EAL, mobility, low attendance, ACES</p> <p>Observations and data overtime evidence a high mobility during KS2 of disadvantaged pupils joining the school, often with little or no English, gaps in previous education or with SEMHD.</p>
3	<p>Ensuring that our children are able to fulfil their academic potential through high quality teaching and addressing gaps immediately to ensure pupils' keep up: <u>Maths</u></p> <p>Mathematical development to close the gap between the disadvantaged, including those with SEND and their non-disadvantaged peers nationally.</p> <p>Secondary/additional factors in addition to being disadvantaged e.g. SEND, EAL, mobility, low attendance, ACES</p> <p>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.</p>
4	<p>Ensuring that our <u>higher ability children</u> are able to fulfil and maintain their academic potential through high quality teaching in KS2 across the curriculum.</p> <p>Higher prior attaining disadvantaged pupils to make progress in line with their peers to be above national in reading, writing and maths.</p> <p>Ensuring the children with high prior attainment at the end of KS1 GDS continue to be in a supported environment that enables them to become independent learners and mitigate the challenges around social deprivation factor (Limited language experiences/ACES/inconsistent approaches to age appropriate development/low attendance)</p>
5	<p>Further developing the school communities understanding of the <u>brain and how long-term memory impacts on learning.</u></p> <p>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. Further develop the school communities understanding of the brain and how long term memory impacts of learning.</p>

6	<p><u>Targeted academic support</u> ensures children are able to fulfil and maintain their academic potential</p> <p>Our assessments and observations indicate that the education and wellbeing 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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading, writing and maths. High quality teaching and accurate targeted intervention for the disadvantaged pupils to catch all pupils who are at risk. This includes amending the curriculum offer to support those whose attendance needs to improve</p>
7	<p>Ensuring the <u>social, emotional and mental health needs</u> of our children are met.</p> <p>The pupil base is in the highest percentile of all schools in terms of deprivation. Ensuring the social, emotional and mental health needs are met.</p> <p>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.</p> <p>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.</p>
8	<p>Ensuring <u>attendance</u> is at least in line with the National for PP children</p> <p>Analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.</p> <p>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.</p> <p>Attendance data is reported and monitored by all levels of Trust governance.</p>

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
<p>Intended outcome 1 Improved language and comprehension for pupils eligible for PP to give disadvantaged pupils the speech, language and communication skills needed to ensure improved literacy skills across the school.</p>	<ul style="list-style-type: none"> • A clear evidenced based strategy for talking and classroom talk is in place and used by all staff consistently. As a result of effective CPD, all staff confidently teach and extend pupils oracy skills. • Planned opportunities for talk are threaded throughout the curriculum, collaborative working ensures all leaders have a collective responsibility for sustaining oracy with their subject. • 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 tiered vocabulary across the curriculum.
<p>Intended outcome 2 Improved English attainment among disadvantaged pupils, including higher attaining pupils.</p>	<ul style="list-style-type: none"> • KS2 reading, writing and SPAG outcomes in 2026/27 show that disadvantaged pupils make accelerated progress and attain at least in line with national figures. • Quality first effective teaching including explicit input, modelling and scaffolding (adaptive teaching) is in place to ensure mastery of key skills. • Regular formative assessment is used to move pupil progress forward clearly identifying next steps in live and post task marking. • Staff have access to appropriate evidenced based CPD to develop their teaching. • Work sampling demonstrates that disadvantaged progress is in line or better than non-disadvantaged pupils. • Staff track pupils' missed learning and deliver effective catch all sessions, led by expert teacher.
<p>Intended outcome 3 Improved maths attainment for disadvantaged pupils including higher attaining pupils.</p>	<ul style="list-style-type: none"> • KS2 maths outcomes in 2026/27 show that disadvantaged pupils make accelerated progress and attain at least in line with national figures. • Improved attainment for disadvantaged pupils on the Year 4 multiplication check • Quality first effective teaching including explicit input, modelling and scaffolding (adaptive teaching) is in

	<p>place to ensure mastery of key skills supported by use of external schemes for maths.</p> <ul style="list-style-type: none"> • Regular formative assessment is used to move pupil progress forward clearly identifying next steps in live and post task marking. • Staff have access to appropriate evidenced based CPD to develop their teaching. • Work sampling demonstrates that disadvantaged progress is in line or better than non-disadvantaged pupils. • Staff track pupils' missed learning and deliver effective catch all sessions, led by expert teacher.
<p>Intended outcome 4 and 5 Pupils are more resilient, self-reflective and independent through metacognitive strategies enabled by a changed pedagogy</p>	<ul style="list-style-type: none"> • Teaching staff understand memory, sustained attention linked to child development and plan effectively to ensure cognitive load is appropriate • Assessments and observations indicate significantly improved resilience, self-reflection and independence among disadvantaged pupils. • This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. • Further embed effective researched strategies linked to cognition and learning. • Staff timetable learning effectively, timetabling is fluid to ensure that 'hard thinking' is planned for and takes into account children's cognitive load. • Adaptions such as staggered starts, flexible grouping, voluntary attention strategies, planned retrieval and how resources are prepared to support cognitive load are consistent whole school
<p>Intended outcome 6 PP pupils make accelerated progress from their starting points based on triangulation of evidence</p>	<ul style="list-style-type: none"> • Any PP pupils requiring support are identified quickly and referred to inclusion lead for appropriate in class strategies and access to expert wider external agencies. • Additional, small group, 1:1 phonics sessions targeted at disadvantaged pupils who require further phonics support. • Highly adapted, small group English lessons are targeted at disadvantaged pupils who are new to the country or new to speaking English. • Additional, small group, Switch on or inference reading sessions targeted at disadvantaged pupils who require further early reading and comprehension support. • Additional, small group, catch all sessions in maths and writing targeted at disadvantaged pupils who require further support due to persistent absence.

	<ul style="list-style-type: none"> • Additional, small group pre-teaching and post teaching of vocab
<p>Intended outcome 7 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.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Attachment aware practice is evidenced across school life • There is a whole school approach to mental health and wellbeing and a SEMH policy • High quality PSHCE scheme is up to date inline with latest guidance • We are working towards Gold ARC accreditation • Quantitative data e.g. boxall profile, behaviour monitoring • Qualitative data from student voice, student and parent surveys and teacher observations • Relational practice is consistently embedded and applied across the school to ensure pupils feel safe and secure to achieve their potential. • Trained ELSA staff member embeds programme to ensure early identification and preventative support is in place for pupils. • Continue to work with MHST to support identified needs and preventative strategies including the whole school community. • Pupils feel safe and secure to access all aspects of the curriculum and use strategies to support self-regulation. • an increased in participation in enrichment activities, particularly among disadvantaged pupils • Participate in PINS project
<p>Intended outcome 8 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Attendance of PP children is in line with the National for PP children. • Gap between PP and National non PP is closing • Persistent absences are no higher than the National gap • Persistent absences are reduced each year based on internal tracking

Activity in this academic year (2024-25)

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: **£80,799.25**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intended outcome 1</p> <p>Maintain 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)</p> <p>As part of the collaborative leadership model, subject leaders, review our approach to selecting the vocab which is explicitly taught – whole school, progressive word list. Subject leaders to check and refine their Tier 3 vocab lists.</p> <p>Class teachers and subject leads monitor retention of explicitly taught vocabulary through cumulative quizzing and pupil voice</p> <p>Continue to develop ‘Word consciousness’. Pupils show curiosity and interest in words - their meaning and origin.</p> <p>Purposeful and planned speaking and listening activities support the development of pupils’ language capability and provides a foundation for thinking and communication in all subjects.</p> <p>Regular opportunities given to all learners to present, perform and collaborate.</p> <p>Research and trial effective models to improve oracy to design a consistent whole school approach.</p> <ul style="list-style-type: none"> - Questioning based on Qubuild - Stem sentences (adaptive teaching) - Structures for group talk - Voice 21 CPD and guidance - Catch phrases - Stand up, pair up 	<p>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:</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/project-s-and-evaluation/projects/voice-21</p>	<p>1, 2, 3, 4, 5, 6, 7</p>

<ul style="list-style-type: none"> - Structures for talk (ABC conversations) - partner talk improvement - widget symbols used to support early communication/EAL learners - ESB style examination <p>Continue to monitor and evaluate the Flash Academy programme - supporting the independent learning of EAL pupils in class and the assessment of language proficiency.</p> <p>Revise existing New to English provision and trial more intensive initial language acquisition methods for New to English learners – colorful semantics</p> <p>New staff to be introduced to Closing the vocab gap training</p> <p>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</p> <p>Rigorous, robust evaluation of the impact of chosen approaches at each milestone</p>	<p>https://educationendowmentfoundation.org.uk/news/vocabulary-in-action-poster-a-tool-for-teachers?utm_source=/news/vocabulary-in-action-poster-a-tool-for-teachers&utm_medium=search&utm_campaign=site_search&search_term=vocabulary</p>	
<p>Intended outcome 2</p> <p>Reading, writing and SPAG</p> <p>Effective teaching 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</p> <p>Continue to implement and refine a rigorous and sequential approach to curriculum delivery across the school.</p> <p>New staff CPD and coaching in approach to English from year group partner and subject lead.</p> <p>Continue to identify staff to have further training from SLE in the teaching of English.</p> <p>Regular formative assessment of attainment at all stages to ensure gaps are addressed quickly and effectively.</p> <p>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</p>	<p>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:</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils,</p>	<p>1, 2, 3, 4, 5, 6, 7</p>

<p>Refine and monitor Handwriting progression whole school and trial handwriting programme for individuals identified with a specific need.</p> <p>If needed, identified staff (both teachers or support staff) benefit from coaching in this area from the Subject leader.</p> <p>Head teacher weekly weigh in for disadvantaged pupils.</p> <p>Phonics</p> <p>Effective teaching is in place across the school for children who have not passed their phonics check.</p> <p>New staff CPD and coaching in approach to anima phonics from year group partner and subject lead.</p> <p>Continue to monitor the delivery of the anima phonics program, provision is monitored, best practice shared with all staff including support and coaching from Infant partner NLE.</p> <p>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.</p> <p>Revise existing approaches for those pupils who pass the phonics check but are not yet ready for whole class guided reading, particularly in upper KS2</p> <p>Casestudy – lowest 20% - reading fluency scale, words read per minutes,</p> <p>EAL lead to run intensive New to English program and support / monitor EAL provision in all classes.</p> <p>Reading</p> <p>Research and design a text map for genre coverage (including diversity/inclusion) for guided reading/whole class text approach to plan for progression</p> <p>Lowest 20% of readers monitored by English lead – receive 1:1 reading daily.</p> <p>Reading books connect closely to phonics knowledge pupils are taught.</p> <p>Reading case studies developed to track progress for pupils working below ARE.</p>	<p>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)</p> <p>Reading squad approach ensures small group teaching for pupils who are early readers. Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Whole class guided reading Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Reciprocal Reading EEF (educationendowmentfoundation.org.uk)</p> <p>Switch-on Reading EEF (educationendowmentfoundation.org.uk)</p> <p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p>	
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<p>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.</p> <p>Home reading is to be monitored weekly by the teacher and concerns to be addressed quickly.</p> <p>SPAG Refine and monitor SPAG progression whole school. Monitor consistent use of technical vocab from teaching staff 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</p>		
<p>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</p> <p>A rigorous and sequential approach to maths across the school is improving attainment at end of year assessments</p> <p>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.</p> <p>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</p> <p>Staff have access to appropriate CPD to develop their teaching of maths.</p> <p>If needed, identified staff (both teachers or support staff) benefit from coaching in this area from the Subject leader.</p> <p>Vocabulary enrichment to be a focus using sentence stems to support the children's development of mathematical vocabulary.</p> <p>Head teacher weekly weigh in for disadvantaged pupils.</p>	<p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>The DfE non-statutory guidance has been produced in conjunction with 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)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3, 4, 5, 6, 7</p>

<p>Research supporting documents including 'Master the curriculum' in order to support teacher modelling and metacognitive strategies.</p> <p>Refine Concrete, Pictorial, Abstract approaches in the teaching of maths including CPD for teachers and support staff on scaffolds and concrete supports in maths</p> <p>Research interventions to support pupils with potential Dyscalculia</p> <p>High quality professional CPD linked to metacognitive strategies in the class delivered to all staff to enable a structured, consistent approach.</p> <p>Rigorous, robust evaluation of the impact of chosen approaches at each milestone</p>		
<p>Intended outcome 4 and 5 Effective High Quality Teaching is consistent across the curriculum</p> <p>Adaptions such as staggered starts, flexible grouping, voluntary attention strategies, planned retrieval and how resources are prepared to support cognitive load are consistent whole school</p> <p>SENCO CPD session for scaffolding and adaptaion - Behaviour and scaffolding, tricky content, prior learning and accessibility (SEND)</p> <p>SLT and DHT build on Thinking moves pedagogy, oracy focus and Emma Turner CPD. SLT identify next steps from Emma Turner training and create plan to share whole school.</p> <p>SEND 5 a day principle</p> <p>Review the current use of adaptations and scaffold to support all learners, across the curriculum, in line with the latest research. Adapt and refine following review and plan relevant CPD.</p> <p>Subject leaders to review Inclusion in their subject document following CPD and using latest research.</p> <p>As part of the collaborative leadership model, subject leaders monitor adaptation and scaffolding as part of their action plan.</p> <p>As part of the collaborative leadership model, subject leaders monitor oracy as part of their action plan.</p>	<p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation-guidance-report?utm_source=/education-evidence/evidence-reviews/metacognition-and-self-regulation-guidance-report&utm_medium=search&utm_campaign=site_search&search_term=metacognition</p>	<p>1, 2, 3, 4, 5, 6, 9</p>

<p>Research the impact of the learning environment and the way resources are presented on cognitive load and retention – see Emma Turner</p> <p>High quality professional CPD linked to metacognitive strategies in the class delivered to all staff to enable a structured, consistent approach.</p> <p>Rigorous, robust evaluation of the impact of chosen approaches at each milestone</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £23,121.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intended outcome 1 Trial different methods of delivering additional, small group, pre or post teaching of vocabulary targeted at disadvantaged pupils who require further vocabulary and oracy support in Science.</p>	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>VOCABULARY IN ACTION - Classroom strategies for vocabulary and language https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/Vocab in Action Poster v1.0.pdf?v=1677088321</p> <p>VOCABULARY IN ACTION: MISCONCEPTIONS - Common misconceptions for vocabulary and language teaching https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/Vocabulary-in-Action-Misconceptions.pdf?v=1679909428</p>	<p>1, 2, 3, 4, 5, 6</p>

<p>Intended outcome 2</p> <p>Additional, small group, 1:1 phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Additional, small group, Switch on or inference reading sessions targeted at disadvantaged pupils who require further early reading and comprehension support.</p> <p>Additional, small group, mastering number sessions in Year 3 targeted at disadvantaged pupils who require further maths support</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>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.</p> <p>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</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Intended outcome 2</p> <p>Highly adapted, small group English lessons are targeted at disadvantaged pupils who are new to the country or new to speaking English.</p>	<p>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:</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 5, 6, 7</p>
<p>Intended outcome 1, 2, 3</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-</p>	

<p>Additional, small group or 1:1 catch all maths and writing sessions targeted at disadvantaged pupils who are PA or have low attendance to prevent gaps in learning associated with poor attendance.</p>	<p><u>learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small%20group</u></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£38,175.10**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intended outcome 7</p> <p>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.</p> <p>To embed Attachment Aware Schools Practice across school life based on the AATI audit and the related action plan</p> <p>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.</p> <p>To use restorative practice across the school.</p> <p>Pupils feel comfortable seeking help when needed therefore feel noticed – What’s on my mind box’ in each class</p> <p>Pupil voice informs SDP for next year.</p> <p>To monitor impact of younger mind support using Boxall profile data and behaviour tracking data where appropriate.</p> <p>To review the impact of the Positive behaviour and rewards policy taking into account individual pupil needs.</p> <p>To purchase new Jigsaw PSHCE scheme which has been updated in line with guidance.</p> <p>To continue to monitor the consistent use and impact of Jigsaw PSHCE scheme consistently whole school.</p> <p>Younger minds</p> <p>PINS</p> <p>Complete whole school audit and work with PINS project leaders to create an action plan.</p> <p>Whole staff Neurodiversity CPD</p> <p>Stoke Parent Carers Champions for Change facilitate a parent/ carers participation group meetings in School</p>	<p>Evidence “a tailored approach to support an individual’s behaviour should complement the school’s behaviour policy”</p> <p>Improving behaviour in school EEF</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&utm_medium=search&utm_campaign=site_search&search_term=behaviour</p> <p>Essential life skills such as confidence, motivation, resilience and communication are associated with better academic outcomes and better prospects in the workplace.”</p> <p>Life lessons. Sutton Trust</p>	<p>7,8</p>

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<p>Intended outcome 7</p> <p>Targeting PP children to attend extra-curricular activities.</p> <p>PP Pupil voice is captured in comparison to non PP pupil voice</p> <p>Wide variety of activities available, including non-academic clubs delivered by staff with specific skills in those areas.</p> <p>Monitoring of registers for the uptake of PP children to the extra-curricular activities.</p> <p>Subsidise and enrich curriculum including after school clubs and educational visits</p> <p>Holiday clubs signposted or offered during each school break</p>	<p>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</p>	7

Total budgeted cost: £142,080

Externally provided programmes

Programme	Provider
Mental Health Support	Younger minds
PINS	NHS

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.