

Alexandra Junior School Summary of Pupil Premium Funding Expenditure from Sept 2024 to July 2025 See SDP for further success criteria & impact

Tier / details of what	Which pupils/ how often / level of adult support etc	Costs for 2024 - 2025 Total PP allocation = £142,080	Autumn 2024	Spring 2025	Summer 2025	Impact
1. Quality First Teaching		Total PP Tier 1 spend = £78,563.55	£27430.51	£25,554.51	£25,553.83	
Learning Support Practitioners/support staff - Teaching assistant time for focused groups and in-class support (core skills) Enables class teacher to deliver HQT to smaller group. Small group or individual support/intervention	139 PP pupils/ daily every morning/ 1:6 maximum	£67913.10	£22,637.70	£22637.70	22,637.00	Autumn – See full governors for further detail and context Year 3 Reading - PP pupils attain slightly better than non PP (by 8% which is up from previous) but have this AP made slower avg progress by 0.6. Writing - PP progress and attain in line with non PP this AP. Maths - PP attain and progress in line with non PP. Year 4 Reading - PP pupils attain and progress in line with non PP. Writing - PP progress and attain in line with nonPP this AP. Maths - PP attain in line with non PP and have made slightly better progress than non PP this AP (by 0.3 and 17% more have made exc progress). Year 5 Reading - PP pupils attain slightly better than nonPP (by 9%) but have made slightly less progress (by 0.6) this AP and from end of Y2 (by that 0.6) and from 20 21 baseline (by 1.3). Writing - PP attain slightly higher than Non PP but have made slightly less progress this AP but made progress roughly in line since baseline and end of Y2. Maths - PP attain in line with non PP and slightly above their KS1 results Year 6 Reading- PP progress and attain in line with non PP this AP. Writing - PP pupils progress and attain roughly in line with non PP this AP. They roughly progress in line from 20/21 baseline and from AP2 19/20. PP are in line with their EY results with non PP 14% lower. Maths - PP and Non PP pupils attain roughly in line and made similar progress this AP. Attainment is roughly in line with EY. Spring – See full governors for further detail and context Year 3 Reading - PP pupils attain in line with non PP. PP have made exp avg progress this AP. Writing - PP progress and attain roughly in line with nonPP this AP and for the year (PP attain slightly better, non PP progress slightly better). Maths - PP attain in line with non PP and they have made expected progress this AP and for the year. Year 4 Reading - PP pupils attain and progress in line with non PP this AP and for the year. Writing - PP have made expected average progress of 2.0 with 83% making exp+ progress this AP. Maths - PP attain in line with non PP and have made progress in line with them for the year with a slightly weaker last AP (by 0.7) Year 5

Alexandra Junior School Summary of Pupil Premium Funding Expenditure from Sept 2024 to July 2025 See SDP for further success criteria & impact

						Reading - PP pupils attain and progress in line with nonPP this AP and for the year and from end of Y2 (by that 0.6) and from 20 21 baseline. Writing - PP attain slightly higher than Non PP but made progress roughly in line since baseline and end of Y2. Maths -PP attain in line with non PP and in line with their KS1 results. PP pupils have made exp progress this AP and for year. Year 6 Reading - PP progress and attain roughly in line with non PP this AP and for the year. PP and non PP also have made similar progress to each other from before lockdown and from baseline 20/21. Writing - PP pupils attain roughly in line with non PP. NonPP have made stronger avg progress this AP (by 0.9). But both groups roughly progress in line from 20/21 baseline. Maths - PP and Non PP pupils attain roughly in line and made similar progress this AP and for the year. Attainment is slightly above EY for both groups. Both groups have made similar progress from the 20/21 baseline. Summer – See full governors for further detail and context Year 3 Reading - PP pupils attain roughly in line with non PP and have made similar progress this AP. Writing - PP attain and have made progress in line with nonPP this AP. PP have made exp progress for the year. Maths - PP attain in line with non PP and they have made expected progress this AP. Year 4 Reading - PP pupils have made exp avg progress this AP and for the year. Writing - PP have made expected average progress of 2.0 with 77% making exp+ progress this AP and have made 6.0 for the year. Maths - PP attain in line with non PP and have made progress in line with them for the year and for this AP. Year 5 Reading - PP pupils attain higher (4.7%) than non PP and make exp this AP. Writing - PP attain slightly higher than Non PP and have made exp avg progress this AP. Maths - PP attain in line with non PP and in line with their KS1 results. Year 6 Reading - PP progress and attain roughly in line with non PP for the year. Writing - PP pupils attain slightly better than nonPP (by 14%).??? Their attainment is above national figures for PP (66% v 59%) GDS for PP is nearly twice as high as national (12.2 v 6.6) Maths - PP and Non PP pupils attain roughly in line and made similar progress this AP and for the year. Attainment is above EY for both groups by around 16%.
CPD e.g. oracy development, metacognition, Subject leader time cover for monitoring and coaching opportunities etc	Senior Leader/subject leader release time	£6,750.45	£2,250.15	£2250.15	2250.15	Autumn – Subject leader extra release time to engage in CPD or monitoring activities for the triangulation of standards in their subject. Coaching provided to subject leaders by DHT; focus subjects History and Geography all of whom have new subject leadership and curriculum map. Computing lead received additional leadership and monitoring in preparation for her application for the Computing Quality Mark Spring – Subject leader extra release time to engage in CPD or monitoring activities for the triangulation of standards in their subject.

Alexandra Junior School Summary of Pupil Premium Funding Expenditure from Sept 2024 to July 2025 See SDP for further success criteria & impact

						Coaching provided to subject leaders by DHT; focus subjects History and Geography all of whom have new subject leadership and curriculum map. Art lead received additional leadership and monitoring in preparation for a whole school art gallery. PE lead received additional leadership in order to prepare for whole school and city sports events. English lead received additional leadership and monitoring in order to monitor impact of new Oracy approaches. English and Maths leads provide planning support and coaching to ECTS. Summer – Subject leader extra release time to engage in CPD or monitoring activities for the triangulation of standards in their subject. Coaching provided to subject leaders by DHT; focus subjects History and Geography all of whom have new subject leadership and curriculum map. D&T lead received additional leadership and monitoring in preparation for a D&T deep dive. PE lead received additional leadership in order to prepare for whole school and city sports events. English lead received additional leadership and monitoring in order to monitor impact of new Oracy approaches. English and Maths leads provide planning support and coaching to ECTS.
FlashAcademy - digital platform, supporting the independent learning of EAL and the assessment of language proficiency	Pupils who are new to English	£1,400.00	£1,400			Autumn – enables accurate and timely assessments for English proficiency when pupils who are new to English join school. Evidences accelerated progress made by pupils in the allstar provision and provides exit criteria to ensure these pupils join whole class, HQT as soon as is appropriate. 5 pupils left the All Star class in Autumn as a result of intervention and improved English Proficiency scores. Spring – enables accurate and timely assessments for English proficiency when pupils who are new to English join school. Evidences accelerated progress made by pupils in the allstar provision and provides exit criteria to ensure these pupils join whole class, HQT as soon as is appropriate. 13 pupils left the All Star class in Spring as a result of intervention and improved English Proficiency scores. Summer – enables accurate and timely assessments for English proficiency when pupils who are new to English join school. Evidences accelerated progress made by pupils in the allstar provision and provides exit criteria to ensure these pupils join whole class, HQT as soon as is appropriate. 6 pupils left the All Star class in Spring as a result of intervention and improved English Proficiency scores.
Oracy	All pupils	£1000.00	£333.33	£333.33	333.34	Autumn – Oracy Champions attended or identified staff to attend the following CPD sessions which impact on the Whole School Oracy Action plan as part of the PP strategy. Oracy introduction Oracy in maths Oracy for senior leaders Vision 21 – development day for senior leaders Oracy and Vocabulary – all teachers How to set expectations for talk – All staff Spring – Oracy Champions attended or identified staff to attend the following CPD sessions which impact on the Whole School Oracy Action plan as part of the PP strategy. Oracy and SEND – SENCO has attended 2 networking events in order to enable her to promote and monitor the impact of the oracy strategy on SEND pupils. Oracy learning walk with all SLT – Positive outcomes are evident for all pupils as a result of the oracy strategy. Ongoing monitoring has identified key areas for development, informing CPD planned for the summer term and shaping priorities for the second year of the oracy approach. Summer –

Alexandra Junior School Summary of Pupil Premium Funding Expenditure from Sept 2024 to July 2025 See SDP for further success criteria & impact

						Oracy leads had additional leadership time to meet with Oracy mentor and action plan for new academic year based on findings of the listening walk.								
Digital inclusion - subscriptions and hardware to allow access for all	All pupils	£1,000.00	£333.33	£333.33	333.34	Autumn Spring, Summer – enables access to technology in all subjects in order to enhance learning – in particular feedback and assessment through lowstakes quizzing. Enables school to loan devices to PP pupils in order to support homework								
Jigsaw PSHCE Scheme update	All pupils	£500.00	£476.00			Autumn, Spring, Summer – Updated resources purchased to support HQT for all. Teachers report increased confidence when teaching emotional resilience, self-awareness, and essential life skills. Whole-school approach integrates PSHE with social-emotional learning (SEL), ensuring this is taught and applied by the children in a consistent manner.								
2. Targeted academic support		Total PP Tier 2 spend =£25,857.10	£7,701.56	£10,194.19	£7734.24									
Educational psychologist extra visits/assessments.	Approx. 6 visits – all pupils who need assessment or any new arrivals to enable us to intervene in a timely manner.	£4,400.00	£1050.00 (2 visits so far)	£3227.00 (opening balance journal £3277)		Autumn – Enhanced consultation and report for 2 pupils complete in the Autumn term. 1 was a review of EHCP in preparation for re-banding and the second to contribute to the SENCO submitting a request for an EHCP assessment. Invaluable to ensure Universal and targeted support is having maximum impact on SEND PP pupils. Timely assessment and recommendations mean teachers and support staff feel confident to meet complex pupils needs. Spring – Enhanced consultation and report for 1 pupil complete in the Spring term. Unfortunately, second session was cancelled by Fieldfare psychology so pupil visit moved to Summer. Report will be used to contribute to the SENCO submitting a request for an EHCP assessment. Invaluable to ensure Universal and targeted support is having maximum impact on SEND PP pupils. Timely assessment and recommendations mean teachers and support staff feel confident to meet complex pupils needs. Summer – Enhanced consultation and report for 2 pupils complete in the Summer term. 1 was a review of EHCP in preparation for re-banding and the second to contribute to the SENCO submitting a request for an EHCP assessment. Invaluable to ensure Universal and targeted support is having maximum impact on SEND PP pupils. Timely assessment and recommendations mean teachers and support staff feel confident to meet complex pupils needs.								
Inclusive Learning services – specialist assessments and advice (Dyslexia, SEMHD etc)	4 x specialist visits	£1,500.00	£0.00	£900.00	£750.00	Autumn – 4 dyslexia assessments due in Feb 25 will be invoiced in Spring. All reports will inform adaptations for the pupils and improved access arrangements for examinations. Spring – 4 dyslexia assessments completed. Resulted in 4 dyslexia diagnosis's. 2 pupils also diagnosed with dysgraphia. Thorough report to support parental understanding and clear recommendations for staff including access arrangements for Y6 pupils. Summer – 1 Specialist request submitted and invoiced to be actioned autumn 25 – Specialist visit from neurodiversity team to unpick difficulties.								
Intensive new to English programme	Approx. 10 - 20 pupils, daily, small group English lesson	£6,404.40	£2,134.80	£2134.80	£2134.80	Autumn – Of 26 pupils taught in this group in Autumn 7 are new to school and currently have no progress data. Pupils within the group have significant attendance issues. Reading <table><tr><td>Expected+ progress</td><td>79%</td></tr><tr><td>Accelerated progress</td><td>53%</td></tr></table> Writing <table><tr><td>Expected+ progress</td><td>89%</td></tr><tr><td>Accelerated progress</td><td>37%</td></tr></table> Spring – Of 18 pupils taught in this group in Spring 5 are new to school and currently have no progress data. Pupils within the group have significant attendance issues.	Expected+ progress	79%	Accelerated progress	53%	Expected+ progress	89%	Accelerated progress	37%
Expected+ progress	79%													
Accelerated progress	53%													
Expected+ progress	89%													
Accelerated progress	37%													

Alexandra Junior School Summary of Pupil Premium Funding Expenditure from Sept 2024 to July 2025 See SDP for further success criteria & impact

						<table><tr><td colspan="2">Reading</td></tr><tr><td>Expected+ progress</td><td>87%</td></tr><tr><td>Accelerated progress</td><td>30%</td></tr></table> <table><tr><td colspan="2">Writing</td></tr><tr><td>Expected+ progress</td><td>83%</td></tr><tr><td>Accelerated progress</td><td>58%</td></tr></table> Summer – Of 26 pupils taught in this group in Summer 6 are new to school and currently have no progress data. Pupils within the group have significant attendance issues. <table><tr><td colspan="2">Reading</td></tr><tr><td>Expected+ progress</td><td>85%</td></tr><tr><td>Accelerated progress</td><td>50%</td></tr></table> <table><tr><td colspan="2">Writing</td></tr><tr><td>Expected+ progress</td><td>88%</td></tr><tr><td>Accelerated progress</td><td>62%</td></tr></table>	Reading		Expected+ progress	87%	Accelerated progress	30%	Writing		Expected+ progress	83%	Accelerated progress	58%	Reading		Expected+ progress	85%	Accelerated progress	50%	Writing		Expected+ progress	88%	Accelerated progress	62%
Reading																														
Expected+ progress	87%																													
Accelerated progress	30%																													
Writing																														
Expected+ progress	83%																													
Accelerated progress	58%																													
Reading																														
Expected+ progress	85%																													
Accelerated progress	50%																													
Writing																														
Expected+ progress	88%																													
Accelerated progress	62%																													
Phonics intervention	Needs analysis identifying those requiring phonics provision.	£10,317.00	£3,439.00	£3439.00	£3439.00	Autumn, Spring, Summer – Those who require phonics intervention make accelerated progress and evidence shows that the gap is closing for the pupils who still require phonics interventions to allow them to catch up. Assessment is very specific and help to narrow focus for specific intervention e.g. particular phonemes and tricky words.																								
Science pre-cuing vocabulary	Needs analysis identifying those requiring intervention to counteract attendance barriers	£1244.50	£663.73	£663.73	£663.74	Autumn – Teacher feedback indicates identified pupils are more engaged and their participation in lessons has increased as a result of this intervention. Pupils feedback that it makes them feel good and have been observed eagerly raising their hand to contribute in lessons stating 'I already know that word' Subject leader to monitor impact on specific units of work Spring term. Spring – Teachers continue to report that identified pupils are more engaged and actively participating in lessons following this intervention. The pupils are implementing whole school Oracy strategies with confidence because they are well prepared with vocabulary to use. Summer – Teachers continue to report that identified pupils are more engaged and actively participating in lessons following this intervention. The pupils are implementing whole school Oracy strategies with confidence because they are well prepared with vocabulary to use.																								
Catch all	Needs analysis identifying those requiring intervention to counteract attendance barriers	£1991.20	£414.83	£829.66	£746.71	Autumn, Spring, Summer – The "catch all" sessions (twice a week for 20 minutes) to counteract the attendance problem in maths have been effective. The data shows that for children on low attendance (92-85%) but not desperately low (as they will miss most of the sessions as well) progress in maths has been good but not quite as good as last term due to staff shortages often not allowing the second sessions to go ahead in some year groups.																								
3. Wider approaches		Total PP Tier 3 spend = £37,675.10	£12,508.36	£12,711.36	£12,691.47																									
FSW – Support for vulnerable families safeguarding - Early help	all pupils and family needs analysis	£13,834.00	£4,611.33	£4,611.33	£4611.33	Autumn, Spring, Summer – All Early help meetings held supported family and young person in being ready for learning. Reports between FSW 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. Early help meetings also supported the SENCO to liaise with multiple agencies including School nurse, OT etc.																								
FSW – Attendance - Support for families and identified children.	all pupils and family needs analysis	£9,834.00	£3,278.00	£3,278.00	£3278.00	<table><tr><td colspan="2">Autumn –</td></tr><tr><td>School overall attendance</td><td>94.2%</td></tr><tr><td>PP attendance</td><td>93.6%</td></tr></table>	Autumn –		School overall attendance	94.2%	PP attendance	93.6%																		
Autumn –																														
School overall attendance	94.2%																													
PP attendance	93.6%																													

Alexandra Junior School Summary of Pupil Premium Funding Expenditure from Sept 2024 to July 2025 See SDP for further success criteria & impact

						<table><tr><td>Non-PP attendance</td><td>95.2%</td></tr></table> Actions taken - Daily first day absence calls, home visits, attendance clinics for serious persistently absent children, Letter 1a sent, parents ambassadors' views posted on fb; catch all opportunities for all absent children, PNWL issued. Spring – <table><tr><td>School overall attendance</td><td>91.2%</td></tr><tr><td>PP attendance</td><td>89.4%</td></tr><tr><td>Non-PP attendance</td><td>94.5%</td></tr></table> Actions taken – Assembly, Extra play, Breakfast club, Home visits, Attendance Treat, Attendance Clinics, Targeted support to identified families e.g. sparkles, PNWL, PN for unauthorised leave, Offered Early Helps/ opened Early Helps, Meetings with families regarding holidays, Meeting - re new guidance Summer – <table><tr><td>School overall attendance</td><td>91.4%</td></tr><tr><td>PP attendance</td><td>90.4%</td></tr><tr><td>Non-PP attendance</td><td>93.2%</td></tr></table> Actions taken – Assembly, Extra play, Breakfast club, Home visits, Attendance Treat, Attendance Clinics, Targeted support to identified families e.g. sparkles, PNWL, PN for unauthorised leave, Offered Early Helps/ opened Early Helps, Meetings with families regarding holidays, Meeting - re new guidance	Non-PP attendance	95.2%	School overall attendance	91.2%	PP attendance	89.4%	Non-PP attendance	94.5%	School overall attendance	91.4%	PP attendance	90.4%	Non-PP attendance	93.2%
Non-PP attendance	95.2%																			
School overall attendance	91.2%																			
PP attendance	89.4%																			
Non-PP attendance	94.5%																			
School overall attendance	91.4%																			
PP attendance	90.4%																			
Non-PP attendance	93.2%																			
ELSA training and resources ELSA resources	3 pupils, 1 hour per week, 1:1	£200.00	£50.00	£85.00	65.00	Autumn – ELSA supervision completed for 1 session Resources purchased to support ELSA sessions – theraplay and craft materials. Spring – Resources purchased to support ELSA sessions or in class regulation strategies – fidget toys, stress relievers Summer – Resources purchased to support ELSA sessions or in class regulation strategies – fidget toys, stress relievers														
Educational visits	All PP pupils reduced cost on visits	£2,364.50	£788.16	£788.16	788.18	Autumn – They continue to have a positive impact for our children through providing experiences and supporting cultural capital. Pupil voice is very positive and the children comment that they gain so much from their various visits. Rocksteady workshops Church visit – Christmas – whole school Local area – Yr 3 Foodbank delivery – school council Space Camp -year 5 Skiing/Tubing – Year 6 STEM science partner visits – all year groups Stanley Head trip (Rivers) – year 4 Portals to the past – Year 4 Longton Park (Geography) – year 5 Port Vale – year 5 Ormiston Meridian (transition)– year 6 Spring – They continue to have a positive impact for our children through providing experiences and supporting cultural capital. Pupil voice is very positive and the children comment that they gain so much from their various visits. Police talks – knife crime yr 5&6 Police talks - Internet Safety – yr 5 Gladstone Pottery Trip High school performance Yr 5 & 6 Liverpool trip Yr 3 Synagogue Yr 3 Rocksteady sessions and concert Lonton Park vr 6														

Alexandra Junior School Summary of Pupil Premium Funding Expenditure from Sept 2024 to July 2025 See SDP for further success criteria & impact

						BOCCIA – SEND Football girls Yr 5 & 6 Football boys Yr 5 & 6 Football yr 3 Dance event yr 3 Swimming – Fenton Manor yr 5 Dance Club Hubb Holiday Club Port Vale Events Bikeability – Yr 5 & 6 Summer – Trip to the beach- yr 3 Activity week – yr 6 - Alton Towers, Vue cinema, Staffordshire Wildlife Trust Workshops, Sleepover at School, Skiing/tubing Goblin Car Race Day High School Musical Performance – yr 6 Stepping Out (Road Safety sessions) Yr 3 & 4 Chester Zoo yr 4 Pooles Cavern – Yr 3 Synagogue – Yr 6 Safe & Sound Events (Fire Station) Yr 5 & 6 Northwood Field Events Dance Festival – Yr 3 Cricket competition SEND football SEND multisports Football tournaments (boys & girls) Attendance Treat – Bowling Attendance treat – ice creams on the playground																								
Social, emotional and mental health support - Younger Minds Counselling Services	1 days per week – all pupils needs analysis	£6,732.80	£2,244.27	£2244.27	2244.26	Autumn – <table><tr><td>New Referrals (received in this period)</td><td>Sessions offered</td><td>DNA</td><td>Drop-in / crisis interventi on sessions</td><td>Total number of pupils who received therapeuti c interventi on this term</td><td>Additional minutes spent (incl contacts with parents/c arers/prof essionals</td></tr><tr><td>6</td><td>48</td><td>0</td><td>0</td><td>3</td><td>0</td></tr></table> Primary Reasons for Referrals - Anger, Anxiety, Self-esteem, Abuse/neglect, Trauma, Grief and loss, Young carer, LAC, Confidence, Family breakdown, Relationships, Self-harm, Sibling conflict Spring – <table><tr><td>New Referrals (received in this period)</td><td>Sessions offered</td><td>DNA</td><td>Drop-in / crisis interventi on sessions</td><td>Total number of pupils who received therapeuti c interventi on this term</td><td>Additional minutes spent (incl contacts with parents/c arers/prof essionals</td></tr><tr><td>1</td><td>72</td><td>0</td><td>0</td><td>7</td><td>284</td></tr></table> Primary Reasons for Referrals - Anger, Anxiety, Self-Esteem, Abuse/Neglect, Trauma, Grief and Loss, Young Carer, Confidence, Family Breakdown	New Referrals (received in this period)	Sessions offered	DNA	Drop-in / crisis interventi on sessions	Total number of pupils who received therapeuti c interventi on this term	Additional minutes spent (incl contacts with parents/c arers/prof essionals	6	48	0	0	3	0	New Referrals (received in this period)	Sessions offered	DNA	Drop-in / crisis interventi on sessions	Total number of pupils who received therapeuti c interventi on this term	Additional minutes spent (incl contacts with parents/c arers/prof essionals	1	72	0	0	7	284
New Referrals (received in this period)	Sessions offered	DNA	Drop-in / crisis interventi on sessions	Total number of pupils who received therapeuti c interventi on this term	Additional minutes spent (incl contacts with parents/c arers/prof essionals																									
6	48	0	0	3	0																									
New Referrals (received in this period)	Sessions offered	DNA	Drop-in / crisis interventi on sessions	Total number of pupils who received therapeuti c interventi on this term	Additional minutes spent (incl contacts with parents/c arers/prof essionals																									
1	72	0	0	7	284																									

Alexandra Junior School Summary of Pupil Premium Funding Expenditure from Sept 2024 to July 2025 See SDP for further success criteria & impact

						NB – due to the complex nature/ongoing needs of pupils a number remained on case load rather than discharged either remaining at weekly or moving to fortnightly. Weekly liaison with SLT and counsellor to manage caseload. Summer – <table><tr><td>New Referrals (received in this period)</td><td>Sessions offered</td><td>DNA</td><td>Drop-in / crisis intervention on sessions</td><td>Total number of pupils who received therapeutic intervention on this term</td><td>Additional minutes spent (incl contacts with parents/carers/professionals)</td></tr><tr><td>2</td><td>60</td><td>0</td><td>0</td><td>5</td><td>35</td></tr></table> Primary Reasons for Referrals - Low Self-esteem, Supporting young carers, Family breakdown, Anger issues, Friendships, Grief and loss, Confidence, School refusal, Family relationships, Trauma, Sibling conflict, Low mood, Transition	New Referrals (received in this period)	Sessions offered	DNA	Drop-in / crisis intervention on sessions	Total number of pupils who received therapeutic intervention on this term	Additional minutes spent (incl contacts with parents/carers/professionals)	2	60	0	0	5	35												
New Referrals (received in this period)	Sessions offered	DNA	Drop-in / crisis intervention on sessions	Total number of pupils who received therapeutic intervention on this term	Additional minutes spent (incl contacts with parents/carers/professionals)																									
2	60	0	0	5	35																									
Breakfast club	Invitation to all pupils	£1,049.80	£349.93	£349.93	£586.04	Autumn – Specific PP pupils are targeted to attend. Breakfast club has enabled them to be punctual and ready for learning having had breakfast. Of 56 pupil in attendance 80% are PP pupils. This is a large increase based on Summer data. Spring – Specific PP pupils are targeted to attend. Breakfast club has enabled them to be punctual and ready for learning having had breakfast. Of 42 pupil in attendance 62% are PP pupils. We predict this will increase in Summer term where we are able to offer more outdoor and games options which were less available in Spring. Summer – Specific PP pupils are targeted to attend. Breakfast club has enabled them to be punctual and ready for learning having had breakfast. Of 55 pupil in attendance 62% are PP pupils. We predict this will increase in Summer term where we are able to offer more outdoor and games options which were less available in Spring.																								
Rockstar music tuition for more able pupil premium pupils	10 More able in musicians PP pupils	£1,700.00	£566.67	£566.67	£566.66	Autumn, Spring, Summer – 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.																								
Extended school activities - clubs	Invitation to all pupils	£1,200.00	£400.00	£400.00	£400.00	Autumn – <table><tr><td>Overall club attendance</td><td>Total attending</td><td>PP attendance</td><td>SEND attendance</td></tr><tr><td></td><td>229</td><td>141 (52.4%)</td><td>41 (29%)</td></tr></table> Clubs included: Y34 Boxing, Y6 Revision , Y34 football, drawing, Y56 boxing, Y56 football, coding, Dance, gardening, Portvale football club Spring – <table><tr><td>Overall club attendance</td><td>Total attending</td><td>PP attendance</td><td>SEND attendance</td></tr><tr><td></td><td>225</td><td>109 (48%)</td><td>20 (20%)</td></tr></table> Clubs included: Y34 Basketball, Y6 Revision , drawing, Y56 Basketball, Y56 football, Dance, Portvale football club, cricket, TTRS, Y34 Dodgeball, Y56 Dodgeball colouring, Urdu reading and writing Summer <table><tr><td>Overall club attendance</td><td>Total attending</td><td>PP attendance</td><td>SEND attendance</td></tr><tr><td></td><td>219</td><td>99 (45%)</td><td>25 (20%)</td></tr></table> Clubs included: Y34 Basketball, Y6 Revision , drawing, Y56 Basketball, Y56 football, Dance, Portvale football club, cricket, TTRS, Y34 Dodgeball, Y56 Dodgeball colouring, Urdu reading and writing	Overall club attendance	Total attending	PP attendance	SEND attendance		229	141 (52.4%)	41 (29%)	Overall club attendance	Total attending	PP attendance	SEND attendance		225	109 (48%)	20 (20%)	Overall club attendance	Total attending	PP attendance	SEND attendance		219	99 (45%)	25 (20%)
Overall club attendance	Total attending	PP attendance	SEND attendance																											
	229	141 (52.4%)	41 (29%)																											
Overall club attendance	Total attending	PP attendance	SEND attendance																											
	225	109 (48%)	20 (20%)																											
Overall club attendance	Total attending	PP attendance	SEND attendance																											
	219	99 (45%)	25 (20%)																											

Alexandra Junior School Summary of Pupil Premium Funding Expenditure from Sept 2024 to July 2025 See SDP for further success criteria & impact

School values – Rewards, Alexandra Promise, SATS revision materials - CGP	All pupils	£510.00	£170.00	£340.00		Autumn – All PP pupils accessed behaviour treats. All activities completed on the Alexandra Promise have been completed which were planned in Autumn. Y6 PP pupils received 2 revision guides. Spring – All PP pupils accessed behaviour treats. All activities completed on the Alexandra Promise have been completed which were planned in Spring. Additional spelling revision guides purchased. Summer – All PP pupils accessed behaviour treats. All activities completed on the Alexandra Promise have been completed which were planned in Summer.
Uniform	all pupils and family needs analysis	£250.00	£50.00	£48.00	£152.00	Autumn – Individuals supported with uniform and swimming kit Spring – Individuals supported with uniform and swimming kit Summer – Individuals supported with uniform and swimming kit
		Costs for 2024 - 2025 Total PP allocation = £142,080	£47640.43	£48,460.03	£45,979.54	Total £142,080