

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Park Junior School
Number of pupils in school	349
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jennifer Seabright Headteacher
Pupil premium lead	Jennifer Seabright Headteacher
Governor / Trustee lead	Peter Widall Chair of Governors, lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,980
Recovery premium funding allocation this academic year	£13,630
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£126,610

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils irrespective of background or challenges they face make the best progress possible and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We know the challenges faced by vulnerable pupils such as those who have new to the British Education system (International New Arrivals); those with English as an additional language, those with Special Educational needs including social, emotional and mental health difficulties and those who have social workers and young carers. We also know the new challenge of increasing numbers of children requiring support with communication, speech and language and pastoral support.

The activity we have outlined in this statement intends to support their needs regardless of whether they are disadvantaged or not.

Quality first 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 disadvantaged 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 wider school plans for education recovery, notably in its targeted support through the School Led Tutoring programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust and regular formative and summative assessment, not assumptions about the impact of disadvantaged. 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 set;

- \*act early to intervene at the point a 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	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Year 3 through to Year 6. In general, this is more prevalent amongst our more disadvantaged pupils than in their non-disadvantaged peers.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments, observations and discussions with pupils indicate that writing attainment among all pupils including those of disadvantage is well below national average. On entry to Year 3, in the last 3 years from 2019, children working at expected standard have been well below national average including disadvantaged pupils. Despite the gap diminishing, there remains a marginal difference still to close.
4	Our assessments and observations indicate that maths has been affected for all children including those disadvantaged by partial school closures to a greater extent than any other subject. These findings are supported by a DfE study suggesting around 0.9 months of lost progress in reading and a larger 2.2 months loss in maths. (and with larger losses for disadvantaged pupils with a disproportionately larger negative impact in disadvantaged areas such as the North West). This has resulted in significant knowledge gaps leading to pupils falling further behind age related expectations especially in math areas such as fractions, geometry and statistics.
5	Our assessment, observations and discussion with pupils have identified a lack of enrichment opportunities and social interaction during school closure. These challenges affect all children including disadvantaged pupils.

## 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
Improved oral language skills and vocabulary amongst disadvantaged pupils.	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, planning and book scrutiny, pupil voice and ongoing formative and summative assessment.

Improved phonics programme and reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 65% of disadvantaged pupils meet the expected standard. Accelerated progress made with a high percentage of children quickly moving off the programme in Year 3.
Improved progress and attainment in writing.	KS2 writing outcomes in 2024/25 show that more than 65% of disadvantaged pupils meet the expected standard.
Improved progress and attainment in maths.	KS2 maths outcomes in 2024/25 show that more than 65% of disadvantaged pupils meet the expected standard.
Increased participation in after school clubs, breakfast clubs, enrichment opportunities such as trips and visitors.	See sports premium plan

## Activity in this academic year

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: £ 6,645

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogical activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will train staff and purchase resources from the Word Aware programme</p>	<p>There is strong evidence base that suggest oral language including dialogical activities such as high-quality classroom discussion, are inexpensive to implement with high impact on reading.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1
<p>Purchase of a DfE validated systematic synthetic phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension) however our Inference intervention support this, particularly for disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2
<p>Training of rainbow writing and narrative therapy can support pupils to develop strong foundations for writing.</p>	<p>This approach is an adaptation of high-quality teaching to meet the needs of pupils working well below the expected standard.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	3

<p>Enhancement of our math teaching and curriculum planning in line with the DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access maths hub resources and CPD (including teaching for mastery training). This will be accessed through the NCETM.</p>	<p>The DfE on statutory guidance has been produced in conjunction with the national centre for excellence in the teaching of mathematics, drawing on evidence-based approaches.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>	<p>4</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 6,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the national tutoring programme to provide a blend of tuition, mentoring 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,</p>	<p>Tuition targeted at specific needs (maths) and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both 1:1 and in small groups.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>	<p>4</p>

including those who are high attainers.		
Purchase of a programme number sense to improve mathematical knowledge, skills and understanding for disadvantaged pupils who have significant gaps.	<p>Mathematical interventions can have a positive impact on pupils' mathematical skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>	4
Purchase of a subscription such as spelling shed to improve spelling knowledge and understanding, whilst also improving engagement at home, for disadvantaged pupils with significant difficulties.	<p>Targeted approaches to improve basic skills and address gaps in learning both in school and at home can have a positive impact on attainment and progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	3
Purchase of a subscription such as TT Rockstar's to improve times tables knowledge and understanding, whilst also improving engagement at home, for disadvantaged pupils with significant difficulties particularly those in Year 4 preparing for the MTC.	<p>Targeted approaches to improve basic skills and address gaps in learning both in school and at home can have a positive impact on attainment and progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>	4
Purchase of a subscription such as Letter-join to improve fine motor skills	<p>Targeted approaches to improve basic skills and address gaps in learning both in school and at home can have a positive impact on attainment and progress.</p>	3

and handwriting legibility, whilst also improving engagement at home, for disadvantaged pupils with significant difficulties.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	
Increase in Education Psychologist visits to advise and support targeted intervention for disadvantaged pupils who require further speech and language support.	Oral language interventions can have a positive impact on pupil's language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: EEF oral language link.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1
Purchase of a diagnostic assessment for mathematics so that a more accurate approach to addressing misconceptions can be achieved.	Targeted approaches to addressing misconceptions and gaps in learning can have a positive impact on pupil attainment and progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a>	4

**Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £ 2,375**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training (including mid-days and kitchen staff) on safeguarding, mental health and behaviour management and anti-bullying approaches with the aim of developing our	Both targeted interventions and universal approaches can have positive overall effects.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	5



school ethos and reducing low level behaviour.		
Whole staff training and strategic approach to play across the Key stage.	<p>Participation in the mentor OPAL Primary Programme to address and improve the quality of play opportunities.</p> <p>Given the importance of play in children's lives and current concerns about children's health, social interaction (caused by the pandemic) and opportunity to access time and space to initiate their own play outdoors, there are considerable benefits for children, parents, school and the wider community.</p> <p><a href="https://outdoorplayandlearning.org.uk/research-and-evidence/">https://outdoorplayandlearning.org.uk/research-and-evidence/</a></p>	5

**Total budgeted cost: £ 6,645 + 6,630 + 2,375 = £15,650**