

Pupil premium strategy statement – Alexandra Park Junior School 2022/23

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	351
Proportion (%) of pupil premium eligible pupils	51 (14.5%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	13/12/22
Date on which it will be reviewed	July 23
Statement authorised by	J.Seabright Headteacher
Pupil premium lead	J.Seabright Headteacher
Governor / Trustee lead	P.Widall Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,430
School Led Tutoring	£13,060
Recovery premium funding allocation this academic year	£3,407.30
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£109,897.30

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
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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	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.
3	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.
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 assessments, observations and discussions with our pupils and families have identified social and emotional issues for pupils, notably due to a lack of enrichment opportunities (due to the impact of the pandemic).

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 progress and attainment in writing.	KS2 writing outcomes in 2024/25 show that more than 65% of disadvantaged pupils meet the expected standard.
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 social and emotional opportunities.	Increased social and emotional learning approaches have a positive impact in pupil's academic progress and attainment.
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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.</p> <p>We will train staff and purchase resources from Wellcomm</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1
<p>Training of 'One to one editing' 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	2
<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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	3

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
Continue to engage 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, including those who are high attainers.	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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	4
Purchase of a programme Numbots to improve mathematical knowledge, skills and understanding for disadvantaged pupils who have significant gaps.	Mathematical interventions can have a positive impact on pupils' mathematical skills. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	5
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.	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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	6
Purchase of a subscription such as Letter-join to improve fine motor skills and handwriting legibility, whilst also improving engagement at home, for disadvantaged pupils with significant difficulties.	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	7
Increase in Education Psychologist visits to advise and support targeted intervention for disadvantaged pupils	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	8

who require further speech and language support.	show positive impacts on attainment: EEF oral language link. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Purchase of a diagnostic assessment for mathematics so that a more accurate approach to addressing misconceptions can be achieved. Training in Pre-post tutoring.	Targeted approaches to addressing misconceptions and gaps in learning can have a positive impact on pupil attainment and progress. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	9

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

Budgeted cost: £5,200

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 school ethos and reducing low level behaviour.	Both targeted interventions and universal approaches can have positive overall effects. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	10
Whole staff training and strategic approach to play across the Key stage.	Participation in the mentor OPAL Primary Programme to address and improve the quality of play opportunities. 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. https://outdoorplayandlearning.org.uk/research-and-evidence/	11

Total budgeted cost: £ £6,645 + £6,630 +£5,200 = £18,475

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year

section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
OPAL	North West
Educational Phycologist	Oldham Local Authority

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 more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- 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 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.