

Pupil premium strategy statement – Alexandra Park Junior School

This statement details our school's use of pupil 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	355
Proportion (%) of pupil premium eligible pupils	129 (36%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years
Date this statement was published	28/11/2024
Date on which it will be reviewed	November 2025
Statement authorised by	J. Seabright Principal
Pupil premium lead	J. Seabright Principal
Governor / Trustee lead	P.Widall Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£213,028
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£213,028

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 2021, 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	Internal and external (where available) assessments, observations and discussions with pupils indicate that maths attainment among all pupils including those of disadvantage is well below national average. On entry to Year 3, in the last 3 years from 2021, 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.
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.

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, book scrutiny and ongoing formative assessment.
Improved phonics programme and reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/27 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 2026/27 show that more than 65% of disadvantaged pupils meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2026/27 show that more than 65% of disadvantaged pupils meet the expected standard.
Improved social and emotional and further enrichment opportunities.	Sustained high levels of wellbeing by 2026/27 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations

	<ul style="list-style-type: none"> a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £149,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1, 2, 3, 4 and 5
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p> <p>CPD on teaching explicit vocabulary and use of sentence stems as part of Quality First Teaching.</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>Oral language interventions Teaching and Learning Toolkit EEF</p>	1
<p>Embed our DfE validated Systemic Synthetic Phonics program to secure stronger phonics teaching, reading and comprehension for all pupils.</p> <p>(Ruth Miskin phonics program for KS2)</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2

<p>Ensure access to high quality books and resources, including reading books that are phonically decodable.</p> <p>Engage families more fully in their children's reading development through inviting parents/carers to come and read with me sessions and support with online Boom Reader.</p>		
<p>Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access English Hub resources and CPD.</p>	<p>The DfE guidance: English programmes of study: Key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Literacy in Key Stage 2</p>	3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access the NCETM resources and CPD (including Teaching for Mastery training).</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: Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	4
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF</p>	5

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

Budgeted cost: £40,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One-to-one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide:</p> <p>Tutoring: guidance for education settings</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	2 and 4
<p>Increase in Education Psychologist visits to advise and support targeted intervention for disadvantaged pupils who require further speech and language support.</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1
<p>Delivery of Wellcomm program to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1
<p>Teaching Assistants to embed training to support targeted reading across the Key Stage to improve inference and comprehension skills.</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	2
<p>Teaching Assistants to embed training and support targeted one to one editing support across the Key Stage to improve children's writing skills. Purchase of a subscription such as Letter-join and Bubble writing to improve fine motor skills and handwriting legibility,</p>	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	3

whilst also improving engagement at home, for disadvantaged pupils with significant difficulties.		
Delivery of Numbots and TT Rockstars program 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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	4
Pastoral lead to embed Emotional Literacy Support (ELSA) training to provide emotional and social support to children's wellbeing.	<p>Targeted approaches to support children's emotional resilience, social skills and positive mental health can have a positive impact on attainment and progress.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	5

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

Budgeted cost: £23,433

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on how to support children's self-regulatory so that they can learn to manage their own behaviours.	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>Self-regulation strategies</p>	All
Embed whole staff training and our strategic approach to promoting positive outdoor play and learning.	<p>The OPAL Primary Programme is a mentor supported school improvement programme that addresses all 18 areas of play that a school must plan for, if they want to sustainably improve the quality of play.</p> <p>https://outdoorplayandlearning.org.uk/research-and-evidence/</p>	All

Total budgeted cost: £149,120 + £40,475 + £23,433 = £213,028

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 previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

National Assessment Data 2023/2024

Reading

Cohort	2023	School EXS+	Oldham EXS+	2024	School EXS+	Oldham EXS+	School +/- 2023/2024	Oldham +/- 2023/2024	School/Oldham +/- 2023/2024
FSM	19	68.4	61.8	29	62.1	61.5			

Writing

Cohort	2023	School EXS+	Oldham EXS+	2024	School EXS+	Oldham EXS+	School +/- 2023/2024	Oldham +/- 2023/2024	School/Oldham +/- 2023/2024
FSM	19	36.8	56.4	29	37.9	57.4			

Maths

Cohort	2023	School EXS+	Oldham EXS+	2024	School EXS+	Oldham EXS+	School +/- 2023/2024	Oldham +/- 2023/2024	School/Oldham +/- 2023/2024
FSM	19	57.9	60.5	29	62.1	58.4			

Reading, writing and maths combined

Cohort	2023	School EXS+	Oldham EXS+	2024	School EXS+	Oldham EXS+	School +/- 2023/2024	Oldham +/- 2023/2024	School/Oldham +/- 2023/2024
FSM	19	31.6	44.1	29	31.0	44.5			

Grammar, Punctuation and Spelling

Cohort	2023	School EXS+	Oldham EXS+	2024	School EXS+	Oldham EXS+	School +/- 2023/2024	Oldham +/- 2023/2024	School/Oldham +/- 2023/2024
FSM	19	73.7	64.1	29	72.4	61.3			

(NOTE) The data above demonstrates an increase in the number of FSM pupils to the school from a total of 19 (2023) to a total of 29 (2024), so the percentages are somewhat difficult to compare year on year.

However, the data above demonstrates that there is an upward trajectory in the outcomes for our FSM pupils in writing and maths.

In Reading, maths and Grammar, Punctuation and Spelling the school's outcomes for our FSM pupils were higher than outcomes for Oldham's National Averages.

We have also drawn from internal data from year 3-5 and the gap for FSM and non-FSM is widening in Reading and is narrowing in writing and mathematics.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The majority of FSM pupils accessed tuition and an extra-curricular club in the last academic year. In terms of their attendance FSM pupil's attendance was 94.8% at the end of the last academic year (2024) this is higher than the FSM National Average of 91.9%.

Based on the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that our fidelity to the Ruth Miskin Phonics approach is having a significant impact on children's early reading outcomes. We continue to work on children's inference and comprehension skills.

Whole class and 1:1 editing is also continuing to impact positively on children's outcomes in writing.

Through pupil voice and analysis of our behaviour logs it is clear that staff are identifying children who require support for their social and emotional health since staff training. We are also observing the positive impact of social interactions outside in the playground with the introduction to OPAL play in January of 2023.

CPD supporting the development of our Spoken Language Lead and the role out of the Wellcomm will support our assessments and observations in improving language and communication skills amongst our pupils including those who are disadvantaged.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. 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 to fund in the previous academic year.

Programme	Provider
OPAL	Northwest
Educational Phycologist	Oldham Local Authority

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.