

## Pupil Premium Statement 2018-19

**Pupil premium funding:** £128,040

**Proportion of academy population:** 28% of Year 3- Year 6

**Number of pupils eligible for PPG and/or FSM:** 76 pupils

At Alexandra Park Junior School, we aim to improve pupil attainment through excellent rates of pupil progress regardless of pupils' barriers to learning.

### **Alexandra Park Junior School values:**

**Learn-** we aim to prepare children to be independent learners, who are aware of their strengths and weaknesses and can motivate themselves to engage and improve their learning.

**Be happy-** pupils will feel safe and therefore happy because they are heard, understood and have that understanding acted upon.

**Achieve our best-** never, never, never give up!

### **Understanding barriers at Alexandra Park Junior School**

At Alexandra Park Junior School, we acknowledge and understand that challenging socio-economic circumstances can create additional barriers to learning for pupils. We also know that multiple factors of deprivation- including language deprivation- can create further barriers for pupils to overcome.

However, we are clear that the impact of these barriers to learning can be reduced through excellent classroom teaching and additional support, where necessary.

We believe that high quality professional development can enable all teachers to provide excellent classroom teaching and that interventions, led by well-trained staff, can support pupils to overcome barriers to learning and succeed.

We believe in developing the whole child; equipping them with the key skills to succeed in education and in later life as well as creating well-rounded pupils whose schooling is enriched with first-hand cultural experiences that support personal development. Where pupils cannot access these opportunities at home, we aim to provide these opportunities through a rich, broad curriculum enhanced by first hand experiences.

Although funding is provided specifically for pupils eligible for the Pupil Premium Grant, excellent educational outcomes for these children are best achieved through providing excellent teaching throughout the school. In this way, *all* vulnerable children are helped to achieve the best possible outcomes from their starting points.

In order to ensure that the Pupil Premium Grant funding has an impact, we must identify barriers to learning and select effective strategies to overcome these barriers.

### **Barriers to learning for disadvantaged pupils at Alexandra Park Junior School**

- English as an additional language- almost all of pupils have English as an additional language, with some inward mobility of pupils that are newly arrived to the UK.
- Some parents' ability and confidence to read and write in English- Oldham Council Ward profile information shows that 40.4% of adults living in the Alexandra ward have no qualifications (vs an Oldham average of 29.6%), meaning that many parents do not have the language skills to support pupils' learning at home.

- A language deficit- a gap in vocabulary and a lack of ability to manipulate language for effect.
- The movement from infant to junior school setting gives an additional transition, something that has a disproportionate impact on pupils who are entitled to the pupil premium point (\*).
- The impact of inward mobility on attainment compared to age related expectations.
- Lack of access to and experiences of written texts; including opportunities to share a text with an adult, for some pupils.
- Limited cultural and enrichment opportunities also has a limiting effect on the development of language and understanding.
- The impact of multiply factors of deprivation on pupils' emotional well-being- this can impact on pupils' behaviour for learning, self-esteem and self-belief.
- Increasing levels of external agency involvement with families across the school, including families who are new to the UK.
- Although, attendance is broadly in line with national averages, the impact of extended absence on pupil attendance reduces the impact of the high quality education on offer, as pupils do not spend as much time learning.

### **Our strategies for reducing the impact of barriers to learning in 2018-19**

Our primary strategy for removing the impact of barriers to learning is through the provision of quality first teaching.

Our approaches to teaching and learning are developed using research and strategies from the Education Endowment Foundation and The Sutton Trust, as well as strategies that we have found to be effective when implemented previously.

Our strategies include:

- Quality CPD focussed on developing pupils' communication and literacy skills- this will be supplemented through partnerships funded by the Oldham Opportunity Area fund.
- 1:1 and small group tuition to address pupils' gaps in learning and to maximise disadvantaged pupils' progress. This is also implemented to support pupils whose parents may be unable to support them at home.
- Ensuring that pupils are ready and able to learn by providing pastoral care and meeting pupils' needs.
- Ensuring that all pupils have cultural enrichment opportunities through subsidised trips and experiences, music specialist teaching and tuition and visits to theatres.
- Engaging parents with workshops to empower them to support home learning.
- Developing EAL pedagogy and implementing strategies to support pupils to develop their spoken and written English skills.
- Additional staffing, to provide pre and post teaching, 1:1 reading, to provide bilingual assistance, additional group reading, personalised support and targeted intervention.
- Providing quality phonics interventions so that pupils who have not passed the phonics screening at the end of Key Stage 1 become fluent and are able to be taught comprehension skills.
- Reading comprehension strategies focussing on understanding of the text and the author's use of vocabulary and grammatical devices.

- The further development and resourcing of a whole school ethos of reading for pleasure.
- Providing opportunities to communicate verbally through reading aloud, regular drama opportunities, discussing a range of age-appropriate texts and extending pupils' spoken vocabulary.