

Pupil premium strategy statement – Alexandra Park Junior School 2023/2025

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	356
Proportion (%) of pupil premium eligible pupils	139 (39%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	08/12/23
Date on which it will be reviewed	November 24
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	£180,425.00
School Led Tutoring	£8,505.00
Recovery premium funding allocation this academic year	£18,126.00
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	£207,056.00

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 disadvantage. 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	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 2020, 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 Northwest). 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: £144,940

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>CPD on teaching explicit vocabulary and use of sentence stems as part of Quality First Teaching.</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 whole class and '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>Ensure continuity and progression in the teaching of phonics, reading and</p>	<p>This pedagogy and approach support literacy development of pupils in Primary Schools.</p>	3

<p>comprehension across the Key Stage.</p> <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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	
<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>	4

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

Budgeted cost: £ 39,340

Activity	Evidence that supports this approach	Challenge number(s)
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		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	2,3 and 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	4
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	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	4

significant difficulties particularly those in Year 4 preparing for the MTC.		
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	2
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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
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 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	4
Delivery of Welcomm screening to support identifying children who are experiencing	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	1

barriers to speech and language development.		
Teaching Assistants to be trained and support targeted reading support across the Key Stage to improve inference and comprehension skills.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	3

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

Budgeted cost: £22,770

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	5
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/	5

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Total budgeted cost: £ £144,940 + £39,340 + £22,770 = £207,050

Part B: Review of the previous academic year 2022/2023

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 2022 and 2023

Reading

Cohort	2022	School EXS+	Oldham EXS+	2023	EXS+	Oldham EXS+	School +/- 2022/2023	Oldham +/- 2022/2023	School/Oldham +/- 2022/2023
FSM	27	70.37	61.38	19	68.42	61.34			

Writing

Cohort	2022	School EXS+	Oldham EXS+	2023	EXS+	Oldham EXS+	School +/- 2022/2023	Oldham +/- 2022/2023	School/Oldham +/- 2022/2023
FSM	28	17.86	49.34	19	36.84	56.23			

Mathematics

Cohort	2022	School EXS+	Oldham EXS+	2023	EXS+	Oldham EXS+	School +/- 2022/2023	Oldham +/- 2022/2023	School/Oldham +/- 2022/2023
FSM	28	53.57	56.52	20	55.00	59.56			

Grammar, Punctuation and Spelling

Cohort	2022	School EXS+	Oldham EXS+	2023	EXS+	Oldham EXS+	School +/- 2022/2023	Oldham +/- 2022/2023	School/Oldham +/- 2022/2023
FSM	27	66.67	60.39	19	68.42	63.74			

Reading, Writing and Mathematics Combined

Cohort	2022	School EXS+	Oldham EXS+	2023	EXS+	Oldham EXS+	School +/- 2022/2023	Oldham +/- 2022/2023	School/Oldham +/- 2022/2023
FSM	24	20.83	39.64	19	31.58	43.73			

The data demonstrated that there is an upward trajectory in the outcomes for our Pupil premium children in Mathematics, Writing, Grammar, Punctuation and Spelling and the combined. Speech and language and English continue to be a focus on the School's Development Plan for this year 2023/24.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level - though these comparisons are to be considered with caution given ongoing pandemic impacts. Our Pupil Premium children are seeming to have greater outcomes than those of non-FSM.

We have also drawn from internal data from year 3-5 and the gap for FSM and non-FSM remains unchanged 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.

All Pupil premium children accessed an extra-curricular club in the last academic year. In terms of their attendance this is 0.3% lower than non-FSM children. We are continuing with our tracking systems to support Pupil Premium attendance this year 2023/24.

Based on all 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 2024/25, 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 there has been a reduction since the introduction to OPAL play in January of 2023. The appointment of a Speaking and Listening Lead and the role out of Welcomm will support our assessments and observations in improving language and communication skills amongst our disadvantaged children and which has proved less effective during the previous academic year.

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 (or recovery premium) to fund in the previous academic year.

Programme	Provider
OPAL	Northwest
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.