

Pupil premium strategy

1. Summary information (as of Baseline 2020)						
School	ALEXANDRA INFANTS' SCHOOL					
PP Lead	Adele Lupton and Danielle Lindop					
PP link governor	Julie Gilson					
Academic Year	2020/21	Total PP budget	£67,250	Date of most recent PP Review	4.4.17 Scheduled review April 2020 – postponed due to Covid school closure	
Total number of pupils	172	Number of pupils eligible for PP	47	Date for next internal review of this strategy	Jan 2021	
Current base line attainment October 2020 following Covid19 school closure EYFS				<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
% achieving EXS in Reading				8	9	
% achieving EXS in Writing				8	9	
% achieving EXS in Mathematics				23	26	
Current base line attainment October 2020 following Covid19 school closure Year 1				<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
% achieving EXS in Reading				13	22	
% achieving EXS in Writing				0	5	
% achieving EXS in Mathematics				0	8	
Current base line attainment October 2020 following Covid19 school closure Year 2				<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
% achieving EXS in Reading				20	27	
% achieving EXS in Writing				15	29	
% achieving EXS in Mathematics				10	25	

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Some disadvantaged pupils arrive in school with poor skills in phonics and work below the expected level, due to mobility
B.	Some pupils language skills are below age related expectations because they are New to English or have a marked vocabulary deficit.
C.	Disadvantaged pupils do not achieve GDS in line with national counterparts in reading and maths.
D.	Children from disadvantaged backgrounds have been affected by the school closure due to COVID-19 and need more support to the close gaps that have occurred as a result of the closure.
E.	Some children need to catch up in reading and maths in order to access the full curriculum including disadvantaged pupils who also have SEND needs.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Low attendance by some vulnerable groups within the pupil premium group (esp WOTH)
G.	The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation and as a consequence poor home learning environment and limited life experiences beyond the home.
H.	High number of families or pupils require social, emotional or mental health support. Children from disadvantaged backgrounds have been affected by the school closure due to COVID-19 and need more support to be ready for learning.

3. Desired outcomes (<i>Desired outcomes and how they will be</i>		Success criteria
A.	Disadvantaged mobile pupils entering the school make accelerated progress and achieve in line with national counterparts.	Children joining school achieve pass mark in phonics check or recheck. Internal data demonstrates that these pupils make accelerated progress.
B.	Improved language skills, especially for those New to English and those with a marked vocabulary deficit and this impacts on progress in reading and writing.	Pupils New to English and mobile pupils to make accelerated progress in speaking and listening, reading and writing as evidenced internally.
C.	Disadvantaged pupils make progress at least in line with national and close the attainment gap at the higher standard in reading and maths.	The percentage of disadvantaged higher attaining pupils achieving the higher standard is increased compared to the 2018 figures in reading and maths.
D.	A recovery programme is developed to support the disadvantaged pupils affected by the school closure focused on addressing identified gaps. Internal data demonstrates that disadvantaged pupils achieve in line with non-disadvantaged pupils in writing.	PP pupils with no SEN perform in line with non PP pupils closing the gap with national at the end of EYFS, Phonics and KS1. Internal data demonstrates that these pupils make accelerated progress.
E.	Improve oral and written language, reading and maths skills to enable pupils to access the full curriculum for lower ability or SEND pupils and accelerate progress of middle attaining pupils in reading and maths	To maintain and improve attainment and internal progress measures in reading and maths. PP pupils on the SEND register make at least expected progress and individuals make accelerated progress from their individual starting points.

F.	Improve attendance for pp pupils	Attendance gap between disadvantaged pupils in the school to disadvantaged children nationally is closing with a particular focus on PA PP children
G.	To counterbalance effects of social deprivation, enrich pupils' life experiences and provide extra opportunities to learn and apply skills in out of school contexts.	Children will have access to a broad range of extra opportunities which enrich their life experiences. Parental engagement in parent workshops is increased therefore raising aspirations for both
H.	To improve social and emotional health and wellbeing of pupils and parents	High quality pastoral support provided to pupils and parents results in keeping mentally healthy. Measure pupil's emotional well-being using boxall profile, pupil observations and internal tracking data.

Planned expenditure					
Academic year	2020/21				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Disadvantaged mobile pupils entering the school make accelerated progress and achieve in line with national counterparts.</p>	<p>On entry baseline across core subject areas: Nassea steps framework Talk Boost assessment Speech and language screening tool (EYFS) BPVS Phonics check NTS standardised Tests (Reading/ maths) Spelling screen Star reading – Year 2 GAPS standardised test.</p> <p>Reading Pupils access whole class phonics – Story Time Phonics. teaching alongside interventions appropriate to their level of knowledge.</p>	<p>Some pupils joining the school are new to English and require intensive support and specialised provision to integrate into their new language community to be able to access curriculum. These pupils need additional support for a further 3 years to overcome barriers associated with learning English as a second language (EEF)</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress (EEF)</p>	<p>Assessment lead ensures that baselines are completed within the first two weeks.</p> <p>Reading Reading squad approach, staff have received CPD in this pedagogical approach to ensure effective delivery of guided reading sessions for early readers</p> <p>CPD – all staff – Inference training by external LA advisor.</p> <p>CPD – Tony Whatmuff training for all staff – in the moment of reading.</p>	<p>SLT Subject leader</p>	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p>

	<p>Whole class guided reading sessions with emphasis on vocabulary development.</p> <p>Weekly cold comprehension.</p> <p>Reading squad approach</p> <p><u>Writing</u> Whole school pedagogical approach linked to differentiated texts to ensure all pupils can access the class text and structure of writing.</p> <p>Extended pieces of writing linked to units studied to increase stamina.</p> <p>Spelling, punctuation and grammar sessions 4 x weekly.</p>	<p>Research suggests that pupils need to know 95% of the vocabulary of a text to comprehend, research into cohort' s demographic shows that deprivation is high and language poverty is severe. (Alex Quigley)</p> <p>Senior leader's visits to English hub schools resulted in a bespoke approach to reading within the school. Impact of approach demonstrated in English hub schools as best practice.</p> <p>Chosen pedagogy proven in our school. Chosen pedagogy supports the NC focus on basic skills, esp GPS. Progress in school in reading and writing (in particular non-mobile pupils) has been accelerated for underachieving year groups as a result of introducing this pedagogy.</p>	<p>Good practice visits have taken place to West Midlands English Hub.</p> <p>Cross MAT moderation.</p> <p>Internal moderation.</p> <p>Learning walks.</p> <p><u>Writing</u> External LA advisor completes termly 'marking surgeries' with subject leader and class teachers.</p> <p>Cross MAT moderation.</p> <p>Internal moderation.</p> <p>Learning walks.</p>		
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	<p><u>Maths</u> Daily maths sessions linked to mastery of concepts and strategies.</p> <p>Daily mental maths sessions for fluency and recall of number facts.</p>	<p>EEF maths mastery research shows that mastery learning approach have the greatest impact on lower attaining pupils of one or two months progress.</p>	<p><u>Maths</u> CPD – all staff – CPA approach, representation training – tens frames, part whole model, number lines, calculation policy – consistent approach, MAT maths group learning walks, metacognition approaches in classrooms, guided practice, STEM sentences for maths ‘out loud’. Power Maths approach.</p> <p>Cross MAT moderation.</p> <p>Internal moderation.</p> <p>Learning walks.</p> <p>External teaching and learning review across all subject areas (Deep Dive approach).</p>		
<p>B. Improved language skills, especially for those New to English and those with a marked vocabulary deficit</p>	<p>Tier 1,2,3 vocabulary identification and pre cuing sessions across the curriculum.</p> <p>Subject specific vocabulary is identified and included on</p>	<p>Some pupils joining the school are new to English and require intensive support and specialised provision to integrate into their new language community to be</p>	<p>Pupil conversations</p> <p>Floor book monitoring.</p> <p>CPD – English speaking board.</p>	<p>SLT Subject leader</p>	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p>

<p>and this impacts on progress in reading and writing.</p>	<p>planning and children are assessed against the knowledge of words.</p> <p>Classrooms are language rich vocabulary across all curriculum areas is displayed on working walls, scaffold prompts, word mats.</p> <p>English Speaking Board approaches used in school.</p> <p>Differentiated text approach.</p> <p>Text mapping across school to ensure skills are acquired at a developmentally appropriate age.</p> <p>Extra-curricular clubs (internal/ external) are language focused.</p> <p>Talk Boost training for staff delivered alongside speech and language therapist in class support.</p>	<p>able to access curriculum. These pupils need additional support for a further 3 years to overcome barriers associated with learning English as a second language (EEF)</p> <p>Research suggests that pupils need to know 95% of the vocabulary of a text to comprehend, research into cohort' s demographic shows that deprivation is high and language poverty is severe. (Alex Quigley)</p> <p>Senior leader's visits to English hub schools resulted in a bespoke approach to reading within the school. Impact of approach demonstrated in English hub schools as best practice.</p> <p>Research conducted by inclusion lead into closing the vocabulary gap Use of the EEF toolkit</p>			
<p>C. Disadvantaged pupils make progress at least in line with national and close the attainment</p>	<p><u>Reading</u> Pupils access whole class phonics – Story Time Phonics. teaching alongside</p>	<p>Senior leader's visits to English hub schools resulted in a bespoke approach to reading within the school.</p>		<p>SLT Subject leader</p>	<p>December 2020 April 2021</p>

<p>gap at the higher standard in reading and maths.</p>	<p>interventions appropriate to their level of knowledge.</p> <p>Whole class guided reading sessions. Reading squad sequence amended for More able pupils with a greater emphasis on inference, extended answers, independent application of skills and a more challenging text. (Rapid reading texts)</p> <p>Weekly cold comprehension.</p> <p>Accelerated reading scheme in place for higher attaining readers to ensure challenge in home reading provision. Offers increased independence and offers opportunities to select a text for pleasure.</p> <p>Reading for learning – opportunities for cross curricular reading and comprehension planned beyond guided reading sessions.</p>	<p>Impact of approach demonstrated in English hub schools as best practice.</p>	<p>Learning walks and book scrutinise to ensure pitch and progression.</p> <p>Maths lead monitors on line tools to ensure that GDS pupils are accessing.</p>		<p>July 2021</p>
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	<p>reading boxes provided to each year group to support reading for pleasure and knowledge of children's authors.</p> <p>Texts in guided reading are delivered at an appropriately challenging pitch.</p> <p>Reading skills such as inference and vocabulary are focused on with increasing independence.</p> <p><u>Maths</u> Daily maths sessions linked to mastery of concepts and strategies.</p> <p>Differentiated starts for GDS pupils linked to problem solving and reasoning.</p> <p>Access to TT Rockstars and Numbots.</p> <p>Daily mental maths sessions for fluency and recall of number facts.</p>	<p>EEF maths mastery research shows that mastery learning approach have the greatest impact on lower attaining pupils of one or two months progress.</p>			
<p>D. A recovery programme is</p>	<p>Use the EEF guidance:-</p>	<p>Research conducted by the EEF and others around the</p>	<p>Ensure that the timetables are organised, ensuring</p>	<p>SLT</p>	<p>Autumn term 2020 –</p>

<p>developed to support the disadvantaged pupils affected by the school closure focused on addressing identified gaps.</p>	<p>COVID-19 SUPPORT GUIDE FOR SCHOOLS to support the implementation of a recovery programme in school</p> <p>Use the guidance to support and inform decisions about how to use catch-up funding especially in relation to enabling disadvantaged pupils to catch-up</p>	<p>world strongly suggests that compensating for the negative impact of school closures on the gap requires a sustained response. As a school we will plan what to prioritise in the coming months, recognising the tremendous strain the pandemic has already placed on teachers and children.</p> <p>Chosen pedagogy proven in our school. Chosen pedagogy supports the NC focus on basic skills, esp GPS. Progress in school in reading and writing (in particular non-mobile pupils) has been accelerated for underachieving year groups as a result of introducing this pedagogy.</p>	<p>staff delivering provision have sufficient preparation and delivery time.</p> <p>Lesson visits and monitoring of evidence to ensure work is challenging and children are making progress.</p> <p>Monitor the use of strategies using modelling and structured support, and how they are strategically reduced as a child progresses until they are capable of completing the activity independently</p>	<p>Subject leader</p>	<p>constant review of provision</p>
<p>Total budgeted cost</p>					<p>£44805.68</p>

i. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>E Improve oral and written language, reading and maths skills to enable pupils to access the full curriculum for lower ability or SEND pupils and accelerate progress of middle attaining pupils in reading and maths</p>	<p>Targeted academic and intensive tuition impacts on the progress and attainment of targeted pupils in speaking and listening, reading and maths</p> <p>Phase 5 phonics intervention Probes for reading Reading squad approach Rapid phonics Reciprocal reading Early talk boost Number bond intervention Short term intervention based of AfL following QFT. Autumn term – place value emphasis to improve basic skills</p> <p>All teachers should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.</p>	<p>Lower ability pupils need to make accelerated progress in reading in order to access the full curriculum entitlement. The toolkit suggests that small group interventions do provide a proven platform for generating accelerated progress and supports pupils who are falling behind</p> <p>The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND.</p> <p>Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.</p> <p>— flexible grouping; — cognitive and metacognitive strategies; — explicit instruction; — using technology to support pupils with SEND; and —scaffolding.</p>	<p>Regular monitoring of quality and impact of interventions.</p> <p>Staff CPD Lesson visits and monitoring of evidence to ensure work is challenging and children are making progress.</p>	<p>Targeted small group interventions</p>	<p>December 2020 April 2021 July 2021</p>
Total budgeted cost					£8961.35

Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review

					implement ation?
F Improve attendance for pp pupils	Target PA children and hard to reach families, who are PP. FSW to implement the revised attendance policy. Early Help initiated on attendance grounds Translation support to enable clear communication during meetings Breakfast club targets specific pupils with attendance or punctuality needs	Research shows that the difference in the attendance between disadvantaged pupils and non disadvantaged is often mirrored in the attainment gap. Early communication with parents about the effects of poor attendance on learning and about the legal framework around low attendance reduces risk of persistent absenteeism See EEF guidance report Working with parents to support children's learning	Regular meetings by BPDW lead (Assistant Headteacher) with FSW Joint monitoring and responsibility to target the same families.	SLT FSW	December 2020 April 2021 July 2021
G To counterbalance effects of social deprivation, enrich pupils' life	Subsidize and enrich curriculum including after school clubs, educational visits, cultural events.	The two wards that mainly provide our pupil population are both areas of high deprivation as local data shows. Children	Monitor ratio of disadvantaged pupils taking part in clubs; encourage pp pupils to join clubs; communicate	SLT	December 2020 April 2021 July 2021

<p>experiences and provide extra opportunities to learn and apply skills in out of school contexts.</p>	<p>Collect enrichment data and monitor the access of pupil premium pupil in in school clubs.</p> <p>Alexandra Promise</p> <p>Access to school uniform available for some pupils</p>	<p>typically have very limited experiences and opportunities to explore or develop new skills. Many children attest that they have never been to a museum, church or attempted something risky.</p> <p>Learning outside the classroom adds value to each pupil's academic and personal learning. Learning experiences outside the classroom will impact on self-confidence, self-esteem increasing motivation and engagement in learning.</p>	<p>with parents so that they are aware of extra support towards educational visits</p> <p>Extra-curricular activities strengthen the schools offer. There is a strong uptake of this from the schools population and disadvantaged pupil's benefit from this work.</p>		
<p>H To improve social and emotional health and wellbeing of pupils</p>	<p>CPD to ensure staff are able to identify the personal demographic characteristics, stressful life experiences and poor social and economic circumstances that increase a child's vulnerability to developing mental health difficulties. The relationship</p>	<p>Evidence suggests that non-cognitive skills are as important as cognitive skills in determining academic results and that children from poorer back grounds tend to have weaker non-cognitive skills than their better off peers. Programmes aimed at promoting pupils' resilience</p>	<p>Receive weekly updates and impact reports from counsellor.</p> <p>Measure pupil's emotional well-being using boxall profile, pupil observations and internal tracking data.</p>	<p>SLT</p> <p>SENCO</p> <p>Assistant SENCO</p>	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p>

	<p>between mental illness and/or a poor sense of wellbeing is recognised by staff.</p> <p>Emotional coaching training delivered by EPS for all staff.</p> <p>Trauma friendly schools training for all staff.</p> <p>SOC training for all staff</p> <p>Attachment and trauma training for all staff</p> <p>Revisit behaviour policy to make it trauma sensitive</p> <p>GROWTH mindset</p> <p>PSHE scheme (Jigsaw) implemented consistently whole school to meet the needs of the SRE curriculum</p> <p>Younger minds intervention for pupils to support emotional wellbeing and readiness for learning.</p>	<p>and wellbeing could have significant impact on academic achievements.</p> <p>Research shows that socially disadvantaged children are more likely to suffer from additional adverse childhood experiences that in the long run limit their life chances.</p> <p>Staffs understanding is key to enable learners to overcome those barriers and succeed in learning. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p> <p>Research in the UK has shown that good social and emotional skills— including self-regulation, self-awareness, and social skills— developed by the age of ten, are predictors of a range of adult outcomes such as life satisfaction and</p>	<p>Embed consistent no-blame behaviour strategies</p>		
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	<p>Family support worker to be trained through the SPARKLES initiative to be able to engage with vulnerable families. Led by trained social worker – proven to improve early assessment and engagement</p> <p>FSW specifically employed to support vulnerable families and to provide them with social, emotional support e.g. Early help.</p>	<p>wellbeing, labour market success, and good overall health.</p>			
Total budgeted cost					£13482.97

6. Review of expenditure	
Previous Academic Year	2019/20
i. Quality of teaching for all	

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A. Disadvantaged mobile pupils entering the school make accelerated progress and achieve in line with national counterparts.</p>	<p>On entry baseline across core subject areas: Nassea steps framework Talk Boost assessment Speech and language screening tool (EYFS) BPVS Phonics check NTS standardised Tests (Reading/ maths) Spelling screen Star reading – Year 2 GAPS standardised test.</p> <p><u>Reading</u> Pupils access whole</p>	<p>Due to Lockdown this was not assessed.</p>	<p>Remote learning will be worked on to make sure that if it is needed it has maximum impact.</p>	

<p>B. Improved language skills, especially for those New to English and those with a marked vocabulary deficit and this impacts on progress in reading and writing.</p>	<p>Tier 1,2,3 vocabulary identification and pre cuing sessions across the curriculum.</p> <p>Subject specific vocabulary is identified and included on planning and children are assessed against the knowledge of words.</p> <p>Classrooms are language rich vocabulary across all curriculum areas is displayed on working walls, scaffold prompts, word mats.</p> <p>English Speaking Board approaches used in school.</p>	<p>Due to Lockdown this was not assessed.</p>	<p>Remote learning will be worked on to make sure that if it is needed it has maximum impact.</p>	
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<p>C. Disadvantaged pupils make progress at least in line with national and close the attainment gap at the higher standard in reading and maths.</p>	<p><u>Reading</u> Pupils access whole class phonics – Story Time Phonics. teaching alongside interventions appropriate to their level of knowledge.</p> <p>Whole class guided reading sessions. Reading squad sequence amended for More able pupils with a greater emphasis on inference, extended answers, independent application of skills and a more challenging text.</p>	<p>Due to Lockdown this was not assessed.</p>	<p>Remote learning will be worked on to make sure that if it is needed it has maximum impact.</p>	
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<p>D. Internal data demonstrates that disadvantaged pupils achieve in line with non-disadvantaged pupils in writing.</p>	<p>Whole school pedagogical approach linked to differentiated texts to ensure all pupils can access the class text and structure of writing.</p> <p>Extended pieces of writing linked to units studied to increase stamina.</p> <p>Spelling, punctuation and grammar sessions 4 x weekly.</p>	<p>Due to Lockdown this was not assessed.</p>	<p>Remote learning will be worked on to make sure that if it is needed it has maximum impact.</p>	
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<p>E Improve oral and written language, reading and maths skills to enable pupils to access the full curriculum</p>	<p>Targeted academic and intensive tuition impacts on the progress and attainment of targeted pupils in speaking and listening, reading and maths</p> <p>Phase 5 phonics intervention Probes for reading Reading squad approach Rapid phonics Reciprocal reading Early talk boost Number bond intervention Short term intervention based of AfL following QFT.</p>	<p>Due to Lockdown this was not assessed.</p>	<p>Remote learning will be worked on to make sure that if it is needed it has maximum impact.</p>	
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<p>F Improve attendance for pp pupils</p>	<p>Target PA children and hard to reach families, who are PP. FSW to implement the revised attendance policy. Early Help initiated on attendance grounds Translation support to enable clear communication during meetings</p> <p>Breakfast club targets specific pupils with attendance or punctuality needs</p>	<p>Persistent absenteeism was improving prior to Lockdown</p>	<p>SLT and FSW will continue the approach used last year</p>	
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<p>G To counterbalance effects of social deprivation, enrich pupils' life experiences and provide extra opportunities to learn and apply skills in out of school contexts.</p>	<p>Subsidize and enrich curriculum including after school clubs, educational visits, cultural events.</p> <p>Collect enrichment data and monitor the access of pupil premium pupil in in school clubs.</p> <p>Alexandra Promise</p> <p>Access to school uniform available for some pupils</p>	<p>The subsidies have helped families whose children are eligible for pupil premium funding to participate in all activities and educational visits on offer.</p>	<p>This is a crucial element of removing barriers to learning for many pupil premium pupils, especially LAC. Hope to increase opportunities next year.</p>	
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<p>H To improve social and emotional health and wellbeing of pupils</p>	<p>Younger minds intervention for pupils to support emotional wellbeing and readiness for learning.</p> <p>SOC training for all staff</p> <p>Attachment and trauma training for all staff</p> <p>Revisit behaviour policy to make it trauma sensitive</p> <p>GROWTH mindset</p> <p>New PSHE scheme (Jigsaw) to get ready</p>	<p>Case studies show improved mental health for all pupils who received counselling prior to school closures.</p>	<p>This is a crucial element of removing barriers to learning for many pupil premium pupils, especially LAC.</p>	
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