

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Alexandra Infants' School
Number of pupils in school	147
Proportion (%) of pupil premium eligible pupils	58 pupils (39%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2022/ July 2023/ July 2024
Statement authorised by	A Lupton, Headteacher
Pupil premium lead	A Lupton, Headteacher
Governor / Trustee lead	Julie Gilson and Angela Hardstaff, lead for disadvantaged pupils.

Funding overview

Detail (2023-2024)	Amount
Pupil premium funding allocation this academic year	£85,845
Recovery premium funding allocation this academic year	£9,025.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£94,870

Part A: Pupil premium strategy plan

Statement of intent

'ALL LEARNING AND WORKING TOGETHER'

The effective use of the Pupil Premium Grant encompasses all elements of our school vision and values. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all areas of the curriculum. We know the powerful and transformative role that education has on improving the life chances of our pupils. As an infant school we look to eradicate barriers and challenges that stand in their way and we intend that all pupils, regardless of background, develop the knowledge and character they need to succeed in life.

High expectations for all and high-quality teaching are at the heart of our approach. Based on evidence-based guidance (EEF toolkits) we have chosen to focus on

High-quality teaching with the intention that this will impact positively on progress and attainment of the pupils in receipt of the socially disadvantaged pupils. We also recognise the impact of COVID-19 and the disproportionately high impact this had on the education of the disadvantaged pupils. This statement sets out that through a blend of high-quality education, educational recovery programmes and social and emotional support our children and families will flourish in a safe, happy and caring setting. We also recognise that these strategies will also benefit others who may be under achieving and not eligible for Pupil Premium funding.

Objectives:

- Diminish the differences between our disadvantaged pupils and their peers
- Provide all pupils with high quality teaching and learning experiences
- Ensure that disadvantaged pupils have priority access to recovery interventions
- Ensure that disadvantaged pupils have access to extra-curricular opportunities that provide them with an engaging curriculum beyond school.
- Ensure that pupil social and emotional

Key Principles:

- High quality teaching through recruitment, retention and CPD of staff is key to improving outcomes for disadvantaged pupils
- Research informed practice and strategies will be implemented to ensure the best impact on pupil outcomes
- All staff take responsibility for disadvantaged pupil outcomes and have high expectations for achievement.
- Targeted academic support for disadvantaged pupils through early identification of need.
- Wider school strategies such as supporting attendance, breakfast club and after school clubs.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Baseline data and assessments indicate that children enter school well below age related expectations and school readiness. Children have poor understanding and underdeveloped oral language skills and vocabulary gaps and there is a higher proportion of disadvantaged children that this affects. On entry to nursery 90%+ pupils are working below age related expectations in CLL.

2	Monitoring outcomes indicate under developed speech, language and vocabulary gaps.
3	Assessment and monitoring indicates that some disadvantaged pupils require additional support to ensure that they read fluently with good understanding.
4	Outcomes and monitoring indicate that some disadvantaged pupils require additional support to be at national expectations in reading, writing and maths. Outcomes for disadvantaged pupils achieving greater depth at KS1 (2019 validated data) are below national averages in reading, writing, maths.
5	From monitoring metacognitive skills for disadvantaged pupils are less developed than those of non-disadvantage pupils. The focus on these skills is to ensure that the pupils become independent learners and use the strategies as a vehicle to support learning.
6	The pupil base is in the highest percentile of all schools for deprivation. As a consequence, to the extreme deprivation within our school locality poor home learning environment and limited life experiences beyond the home. High numbers 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.
7	Attendance data for our disadvantaged pupils indicates that their attendance is declining in relation to pre covid attendance.
8	Data and observations over time evidences high pupil mobility, these pupils often join school with little or no English, gaps in learning due to non-attendance of a prior setting or with SEMHD.

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
<p>Intended Outcome 1 Effective high-quality teaching supported by evidence based research CPD ensures continually improving teaching and attainment of pupils.</p>	<ul style="list-style-type: none"> • Effective implementation of whole school strategies such as metacognition, language development and social and emotional learning (Trauma friendly school). • Established consistent teaching strategies across whole school, supported by coherent and sequential mapping of curriculum ensures effective learning • Rosenshine principles of instruction used as a basis teacher pedagogy in lessons. • Use of research to support the teaching of disadvantaged pupils with SEN in mainstream education ensures that they achieve best possible outcomes. • A focus on effective scaffolds ensures disadvantaged pupils have the support to achieve well. • Effective, evidence informed CPD for staff impacts on teaching and learning experience, including CPD for the new validated systematic, synthetic phonics programme. • A focus on immediate feedback ensure misconceptions are addressed quickly. • Subject leaders confidently support staff within their specific area of leadership. Setting direction and evaluating.

<p>Intended Outcome 2 Improved language comprehension skills to give disadvantaged pupils the necessary skills to ensure improved outcome in literacy and other curriculum areas.</p>	<ul style="list-style-type: none"> • Assessments indicate significantly improved oral language among disadvantaged pupils. • Question level analysis show that disadvantaged pupils perform well in vocabulary related questions. • All staff receive training in effective language development – consistent whole school approach. • Collaborative working ensures that subject leaders know and reinforce tier 2 and 3 vocabulary through their curriculum. • Access to high quality texts is consistent in school • Reading is used to further support language development in all areas of curriculum. • Guided reading structure is clear and staff know how this supports vocabulary acquisition.
<p>Intended outcome 3 Improved reading, writing, maths attainment for disadvantaged pupils including higher attaining pupils through high-quality teaching.</p>	<ul style="list-style-type: none"> • EYFS / Year 1 phonics data/ KS1 reading outcomes show that disadvantaged pupils achieve at least in line with national (all) and with counterparts across core subjects – R,W,M. • Effective explicit teaching of reading takes place. • Flexible groupings • Early reading lead coaches and mentors staff to develop expertise in teaching of reading. • Maths lead coaches and mentors staff to ensure consistency in teaching. • Writing lead effectively monitors books and supports staff in feedback marking. • High quality teaching consistently in place linked to evidence based research. • High quality on going CPD and resources ensure all staff have the highest expectations for pupils.
<p>Intended outcome 4 Targeted intervention and academic support is embedded to address gaps and diminish the difference for disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Same day interventions take place when needed. • Structured interventions based on assessment in place. • Effective deployment of teaching assistants across school and not linked to one year group. • Barrier plans map provision for all but particularly the disadvantaged pupils. • Effective use of resources e.g. Manipulatives in maths
<p>Intended outcome 5 Successfully implement the teaching of metacognitive strategies to pupils, to improve self-regulated learning across the curriculum enabling children to work more independently.</p>	<ul style="list-style-type: none"> • The EEF metacognition guidance recommendations are adopted and taught explicitly. • Monitoring and learning walks indicate that pupils are using these strategies independently. • On-going CPD and resources support teachers in developing these approaches in class. • Metacognitive thinking is modelled and expected in all lessons with the use of think aloud. • Assessment of pupils shows an improvement in the use of self-regulated learning skills across the curriculum and as a result, disadvantaged pupils are working more independently and achieving well.
<p>Intended outcome 6 To address the additional SEMHD pupils face due to COVID – 19 closures, poor</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • ELSA programme used with identified pupils demonstrates impact from baseline to exit score.

<p>home learning support and environment and limited life experiences beyond home, for all pupils but particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Sparkles parent programme delivered to identified families. • Trauma informed practice is evidenced through daily interactions with children and families. (ARC accreditation). • Enrichment activity participation is high especially for disadvantaged pupils. • Use of BOXALL profiles support strategies in class. • Improving behaviour in school EEF toolkit supports school behaviour policy.
<p>Intended outcome 7 Raise attendance % of all pupils in school, particularly PP and PA who are also PP.</p>	<p>Attendance % raised and sustained demonstrated by</p> <ul style="list-style-type: none"> • Overall absence rate for pupils being no more than 4% • The attendance gap for disadvantaged pupils is raised in line with all other pupils and is closer to national average. • The % of pupils who are classed as persistently absent being below 10% to the national average. • The use of EEF guidance report for improving attendance is implemented. • Rigorous tracking and attendance policy followed in order to support pupils' good attendance.

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: £80,454.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intended outcome 1 and 5 – Quality first teaching and metacognitive strategies.</p> <p>Using EEF toolkit guidance develop teaching techniques that ensure long term retention of disciplinary and substantive knowledge through a planned programme of CPD. Focusing on activating prior learning, cognitive load, possible misconceptions and effective instruction. Subject leaders play a key role in developing their subject.</p> <p>CPD focus – Curriculum planning Effective teaching strategies Feedback strategies Metacognitive strategies</p> <p>Specific SLE support – science</p> <p>Specific SLE support – phonics and Early Reading.</p> <p>Specific SLE support – maths.</p> <p>Specific SLE support – Early Years</p> <p>School improvement partner and CEO visits quality assure high quality teaching.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>EEF- Metacognition and Self-Regulated Toolkit</p> <p>Rosenshine’s principles of instruction used to support teacher pedagogy.</p> <ul style="list-style-type: none"> -Small steps instructional teaching -Clear models with ‘think a louds’ -Scaffolds - Retrieval practice -Questioning and feedback strategies 	<p>1,2,3,4,5,8</p>
<p>Intended Outcome 2 – Vocabulary</p> <p>Using EEF toolkit guidance</p> <p>To embed an in class, consistent language development approach which is applied across the curriculum including a whole-school model for explicit vocabulary teaching.</p> <p>Embed approach across the curriculum in all subject areas.</p>	<p>Preparing for Literacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>Improving Literacy Key Stage 1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>1,2,3,4,5,8</p>

<p>Embody vocabulary development within reading time through text trackers.</p> <p>Subject leaders review vocabulary selected and further ensure Tier 2/3 words are correctly identified within own subject.</p> <p>Embody collaborative leadership model linked to vocabulary development</p> <p>New staff to access vocabulary training.</p> <p>Further develop use of knowledge organisers to support vocabulary acquisition.</p> <p>Pupil book study methodology used to establish impact of children’s acquisition of vocabulary.</p> <p>Quizzes in subjects</p> <p>Use of speech screening tool for assessment in EYFS.</p>	<p>Oral Language interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p>Intended Outcome 3 – Improved outcomes</p> <p>Reading</p> <p>Further embed use of validated SSP (Anima Phonics).</p> <p>Further phonetically decodable books purchased to support new SSP – used in guided reading and home readers.</p> <p>Training for all new staff completed in SSP. Ongoing training delivered to staff and continued professional development for teaching phonics.</p> <p>Reading squads used in KS1 to ensure lowest 20% are read with daily.</p> <p>Effective teaching of reading strategies in place across school, developing expert teachers of reading for all staff through a ongoing planned program of CPD linked to teaching reading explicitly.</p> <p>Where identified, staff receive bespoke 1:1 coaching and mentoring.</p> <p>Fluency scale/checks take place at timely points in year.</p> <p>Lowest 20% of pupils progress monitored by English Lead.</p>	<p>Phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Reading comprehension strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Reading squad – small group tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small</p> <p>DFE – The Reading Framework</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/f</p>	<p>1,2,3,4,5</p>

<p>Home reading is monitored weekly and children entered into reading raffle.</p> <p>Regular formative assessment of reading attainment at all stages to ensure gaps are addressed quickly and effectively – word checks, marking of comprehension.</p> <p>Reading attainment is assessed daily and termly and gaps are addressed quickly and effectively – these form pupil progress discussions</p> <p>Further embed whole class story time linked to quality texts with identified reading spines.</p> <p>Writing</p> <p>Grammar sessions implemented.</p> <p>Key expectations set for whole school.</p> <p>Long term plan for writing in place – ensuring a range of purposes and genres.</p> <p>Maths</p> <p>Mental maths sessions planned linked to key recall facts for each year group. Implementation of Mastering number – Reception to Year 2.</p> <p>Subject leader monitors the implementation of whole school long term plan.</p> <p>Vocabulary development to be focused further on using stem sentences.</p> <p>Standardised tests are used for formative assessments.</p> <p>CPD linked to Mastering number and reasoning. (Implemented structure for new member of staff.)</p> <p>Where identified, staff receive bespoke 1:1 coaching and mentoring.</p> <p>Long term plan adjusted to reflect curriculum moderation.</p>	<p>ile/1102800/Reading framework teaching the foundations of literacy - Sept 22.pdf</p> <p>Improving Literacy Key Stage 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>Improving mathematics in the Early Years and Key Stage 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>Mathematics guidance: Key stages 1 and 2 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths guidance KS 1 and 2.pdf</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £14,00.18

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intended outcome 4 – Targeted support</p> <p>Established structures interventions are in place, effective used of TAs to ensure interventions supplement whole class quality first teaching.</p> <p>Phonics and reading interventions are prioritised for disadvantaged pupils who require further 1:1/ small group support.</p> <p>Pupil progress meeting and barrier plans embedded to ensure sharp focus on impact of interventions.</p>	<p>small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small</p> <p>Making best use of Teaching assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&utm_medium=search&utm_campaign=site_search&search_term=making%20the%20most</p>	1,2,3,4,6,8

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

Budgeted cost: £12,969.19

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intended outcome 6 - SEMHD</p> <p>Further embody trauma friendly school practices across school life.</p> <p>Use of Boxall profiles to identify support strategies for pupils.</p>	<p>Making best Use of TAs.</p> <p>EEF – Using PP funding effectively.</p> <p>EEF - Improving Behaviour in schools</p>	6,8

<p>Provide Younger Minds counselling and Monitor the impact.</p> <p>Use of school behaviour policy to support pupils.</p> <p>Elsa programme provides identified pupils with support structure.</p> <p>Jigsaw PSHCE scheme supports pupils in understanding feelings and ways to discuss challenges.</p> <p>Enrichment activities are targeted at disadvantaged pupils.</p> <p>Sparkles parental group run by FSW.</p> <p>ESOL parent classes delivered by FSW.</p> <p>Further embed strategies from Mark Finnis training.</p>	<p>EEF - Working with parents to support learning.</p>	
<p>Intended outcome 7 – Attendance</p> <p>Monitor attendance and punctuality regularly in line with new attendance guidance. FSW and attendance lead to support identified families.</p> <p>Early help set up as required.</p> <p>Letters home to parents for identified children.</p> <p>FSW and attendance lead to monitor attendance.</p> <p>Headteacher aware of any attendance issues.</p> <p>Weekly attendance reports analysed and acted on.</p> <p>Free breakfast club to support parents and punctuality.</p> <p>Attendance rewards.</p> <p>FSW to analyse PA make up across the school and develop more effective ways to involve these groups in the school community. Identified pupils to receive targeted support from additional EWO time.</p>	<p>EEF – Using PP funding effectively.</p> <p>EEF - Improving Behaviour in schools</p>	<p>6, 7,8</p>

Total budgeted cost: £94,870

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year. (END of year outcomes not yet validated data)

Intended Outcome 1 and 5 – Quality first teaching and Metacognitive strategies.

Outcome –

- Internal progress data demonstrates good rates of accelerated progress for some disadvantaged pupils.
- Internal data shows that rates of progress for disadvantaged pupils is above that of all pupils.
- External teaching and learning reviews and CEO days confirms high quality teaching and learning.

Intended outcome 2 – Improved language skills for disadvantaged pupils.

Outcome -

- Disadvantage pupils on entry to Reception all working below age related in CLL. At the end of 2023 – 68.8% (an increase in PP attainment in these prime areas from 2022), in line with city average of 72.5%. Impact on language development can also be seen in % meeting expected standard in reading – School – 81.3% above city average which is 65.6% for disadvantaged pupils.
- Reading - Disadvantaged pupils on entry to year 2, due to educational disruption linked to COVID 19, were working well below ARE. On exit 33% achieved ARE.

Intended outcome 3 – Improved outcomes – R,W,M.

EYFS data (Cohort 16 eligible for PP funding)

- % of disadvantaged pupils achieving GLD – 56.3%. This is in line with city average of 58%. No national data available.

Phonics (Year 1) (Cohort of pupils – 22 eligible for PP funding 45%)

On entry to Y1 – disadvantaged pupil on track to meet expected standard.

- % of disadvantaged pupils working at the expected standard –

School	City	National	School vs LA	School vs National	Difference 2019 to 2022 School
57.9	68%	80%	-10.1%	-22.1%	-31%

KS1 data (Cohort of 58 Pupils – 21 eligible for PP funding – 36%)

- Reading - Disadvantaged pupils on entry to year 2 were working well below ARE. On exit 36% achieved ARE.
- Writing - Disadvantaged pupils on entry to year 2, working well below ARE. On exit 27% achieved ARE.
- Maths- Disadvantaged pupils on entry to year 2, were working well below ARE. On exit 36% achieved ARE.

Intended outcome 4 – Targeted support

Outcome – Gaps were closed for disadvantaged pupils in EYFS and Year 1 phonics, as highlighted in data above.

Intended outcome 6 SEMHD

Outcome –

- We have used targeted support for mental health and well-being of our disadvantaged pupils. These pupils have had priority access to Younger Minds.
- FSW has been trained for mental health and well-being for children, using the ELSA strategies to support SEMH.
- All staff received further training from ARC, linked to strategies for developing a trauma aware approach to behaviour management.
- Disadvantaged pupils were given priority access to clubs that promoted physical health and well-being.
- Pupils in KS1 received mindfulness sessions, delivered by an accredited coach.

Intended outcome 7 - attendance

- Whole school attendance was below the national target for disadvantaged pupils.
- The HSLW tracked pupils who are causing concern and use a range of strategies to support good attendance.
- The Headteacher and HSLW carefully track those pupils whose absence falls below 90%. Where necessary referrals to the EWO service are made swiftly. Additional EWO time is purchased to target identified PA pupils. Case studies of success are available.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
White Rose Maths	Pearson
Reading Wise	Reading Wise
Anima Phonics	Anima Phonics
Wanderlust	Hygge in the Early Years

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by:

- An action plan incorporating these intended outcomes and actions from the strategy. This is reviewed termly.
- Engaging with systems around a child or young person.
- Carefully planning transitions at key times - EYFS and end of KS1.
- Carefully planning transitions of mobile pupils with little/ no English or experience of an English school system.
- Carefully planning and supporting transitions to help foster curriculum continuity with our junior school.