

Pupil Premium Strategy 2024-2027



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	171 incl nursery
Proportion (%) of pupil premium eligible pupils	34.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sep 24 –Sep 27
Date this statement was published	September 25
Date on which it will be reviewed	July 2025/ July 26/ July 27
Statement authorised by	Adele Lupton Headteacher
Pupil premium lead	Adele Lupton Headteacher
Governor / Trustee lead	Angela Hardstaff, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,175
Recovery premium funding allocation this academic year	£0
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	£68,175

Part A: Pupil premium strategy plan

Statement of intent

The New Guild Trust is partnership of four schools in total equally divided into infant and junior schools in which we believe that the sum of its parts to be greater than its equal through trust, collaboration and high expectations to ensure the best education and employment for all children and adults alike.

Our aims are

- Be highly organised, communicate well, care for everyone, work well individually but equally well together.
- Show genuine interest in each other and value that our individual, unique schools make the group stronger together.
- Provide a curriculum for the needs of every child that will be full of opportunities, nourishment and growth.
- The people who work with our children will be the golden thread to provide care, warmth and inspiration to all; we want them to be strong with love, proud with belonging and to provide the best education as the foundations for everyone's success.
- Work with business, external educational leaders and the whole community to ensure the success in our schools goes above and beyond into employment opportunities for the future and for the prosperity of local and national communities.

Our vision at Alexandra Infants' School is summed up in the words-

All learning and working together in order to become the best we can possible be.

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 peer. During the period of this strategy plan we will focus on the key challenges that can affect the attainment of our disadvantaged pupils. Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Our intention is that all pupils irrespective of their background or the challenges they face, make good progress 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 as we recognise that not all pupils who are eligible for funding are under achieving. Our school is fully committed to ensuring the progress of all pupils and especially those that are disadvantaged.

The schools' objectives for disadvantaged pupils:

- Have positive relationships with pupils and families.
- Excellent pastoral care for all.
- That high quality first teaching is at the centre of our approach and that research is used to inform all approaches linked to addressing disadvantage.
- Adopt a whole school approach in which staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Act early to intervene at the point a need is identified.
- That pupils have access to high quality resources irrespective of their social economic background.
- To use funding to achieve academic excellence for all who are disadvantaged
- Have access to a wide range of opportunities that support enrichment and complement the educational experience.
- Governance of Pupil Premium is strong and supports the culture of addressing disadvantaged pupils.

Key principles of our strategy

- Further embed the teaching of language across school, using a consistent approach which is modelled through quality first teaching and monitored by all subject leads to ensure that disadvantaged pupil expectations are high.
- Further embed metacognitive and social and emotional strategies within teaching to support disadvantaged pupils with self-regulation and task starting points.
- To address gaps in learning associated with attendance, mobility and pupils who are new to English through targeted support.
- Address socio economic disadvantage through bespoke support to meet the needs of the individual circumstances.
- High quality CPD for all staff linked to pedagogical research.
- Ensure that pupils in EYFS access high quality provision that supports their developmental stage.

Challenges

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

Challenge number	Detail of challenge
1	<p><i>Improving early speech and language in EYFS and further oracy development across the whole school.</i></p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. Lack of exposure to high quality texts impacts on limited vocabulary and reading fluency. These are evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p><i>Ensuring that our children are able to fulfil their academic potential through high quality teaching and addressing gaps immediately to ensure pupils' keep up: Phonics</i></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils, including those with SEND, generally have greater difficulties with phonics than their peers. This negatively impacts their development as fluent readers.</p>
3	<p><i>Ensuring that our children are able to fulfil their academic potential through high quality teaching and addressing gaps immediately to ensure pupils' keep up: Reading, writing and maths.</i></p> <p>Assessments, observations, and discussions with families show that many of our disadvantaged pupils, including those with SEND, who are mobile and/or new to English, are still affected by the impact of partial school closures. These findings are backed up by a number of national studies on partial school closures.</p>
4	<p><i>Further developing the school communities understanding of age appropriate pedagogy, the brain and how long term memory impacts on learning.</i></p> <p>Assessments, observations, and discussions with pupils show that our disadvantaged pupils are unable to sustain 'hard thinking' and retain key learning and at times struggle to work independently.</p>
5	<p><i>Ensuring attendance of at least 95%.</i></p> <p>Analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance. Attendance is a priority for all our children and we know that attendance of our PP pupils' for some, needs improvement. The attendance of all PP pupils are tracked and persistently absent PP pupils are offered additional support from school.</p>
6	<p><i>Ensuring the social, emotional and mental health needs of our children are met.</i></p> <p>As a school, the pupil base is in quintile 5 (most deprived) a high number of families or pupils require social, emotional and mental health support. We ensure that we have the support in place to meet a child's emotional needs, in order for them to feel safe, secure and ready to learn. EEF research shows that social and emotional learning approaches have a positive impact, on average 4 months additional progress in academic outcomes over the course of an academic year.</p>
7	<p><i>Increasing engagement with our families.</i></p> <p>EEF research shows that parental engagement has a positive impact on average of 4 months additional progress in academic outcomes. Through targeted family support and whole school opportunities our aim is to ensure that all families engage positively with school and their child's learning.</p>

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</p> <p>Language and oracy continues to be further developed through the curriculum and all aspects of school resulting in improved literacy skills for PP pupils.</p>	<ul style="list-style-type: none"> A clear evidenced based strategy for talking is in place and used by all staff consistently in class. As a result of effective CPD all staff confidently teach oracy skills. Planned opportunities for talk are threaded throughout the curriculum, collaborative working ensures all leaders have a collective responsibility for sustaining oracy with their subject.

	<ul style="list-style-type: none"> • All staff know who the disadvantaged pupils are and track how often there are planned opportunities for talk and to be spoken with in class. • Observations indicate significantly improved oral language among disadvantaged pupils. • On entry to school robust assessment of children's needs in language is in place and used consistently and constantly across the school and helps to identify areas of further development and any gaps in children's language. • Access to high quality texts is consistent across the school. - Reading is used to support language development in all subject areas, ensuring that pupils' are able to build their cultural capital. • In EYFS high quality interactions are at the centre of language provision using The ShREC approach. Staff apply this approach consistently.
Intended outcome 2 Disadvantaged pupils have access to high quality phonics teaching and reading provision to ensure that progress is accelerated and attainment is consistently line with national standards at the end of EYFS and Y1 phonics check.	<ul style="list-style-type: none"> • Validated Synthetic Phonics Programme is used consistently throughout school. (Anima Phonics). Taught whole class. • Whole school robust tracking system in place to ensure that pupil progress is carefully monitored and addresses gaps in knowledge. • Additional daily phonics teaching in place for all pupils, especially those at risk of falling behind (AfL/ attendance of identified pupils). • Lowest 20% of pupils received targeted intervention by expert teacher. • Reading books closely matched to phonics knowledge taught. Independent reading books sent home support developing fluency. • Ongoing CPD and monitoring linked to validated programme ensures consistent effective delivery of phonics.
Intended outcome 3 Disadvantaged pupils have access to high quality teaching for reading, writing and maths.	<ul style="list-style-type: none"> • Quality first effective teaching including explicit input, modelling and scaffolding (adaptive teaching) is in place to ensure mastery of key skills supported by use of external schemes for maths. • Effective and appropriate child development led pedagogy is in place to secure good outcomes for pupils. • Regular formative assessment is used to move pupil progress forward clearly identifying next steps in live and post task marking. • Staff have access to appropriate evidenced based CPD to develop their teaching. • Work sampling demonstrates that disadvantaged progress is in line or better than non-disadvantaged pupils. • Staff track pupils' missed learning and deliver effective catch up sessions, led by expert teacher. • Use of spiral curriculum embedded to ensure disadvantaged pupils access multiple opportunities that enhance the curriculum and impact on their learning.
Intended outcome 4 Teaching staff understand memory, sustained attention linked to child development and plan effectively to ensure cognitive load is appropriate.	<ul style="list-style-type: none"> • Further embed effective researched strategies linked to cognition and learning. • Staff timetable learning effectively, timetabling is fluid to ensure that 'hard thinking' is planned for and takes into account children's cognitive load. • Adaptive teaching approaches are used to ensure that pupils make good progress. • Effective and appropriate child development led pedagogy is in place to secure good outcomes for pupils.
Intended outcome 5 The attendance of all PP children will be tracked to show an increase towards or above 95%	<ul style="list-style-type: none"> • Pastoral team continue to work relentlessly with the families of PP children to ensure specific needs are known and are able to put appropriate support in place. • Support is specific and when necessary accessed wider external agencies.
Intended outcome 6 Trauma informed practice is consistently embedded and applied across the school to ensure pupils feel safe and secure to achieve their potential.	<ul style="list-style-type: none"> • Any PP pupils requiring support are identified quickly and referred to inclusion lead for appropriate in class strategies and access to expert wider external agencies. • Trained ELSA staff member embeds programme to ensure early identification and preventative support is in place for pupils. • Pupils feel safe and secure to access all aspects of the curriculum and use strategies to support self-regulation.
Intended outcome 7 Staff understand specific needs of PP families and deploy strategies to support engagement in understanding their role in preparing their child for learning.	<ul style="list-style-type: none"> • Provision map in place to identify opportunities over the year to engage parents in child's learning through the use of technology and face to face events led by curriculum leads and external agencies such as mental health support worker. • Pastoral offer continues to be effective in supporting identified PP families.

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: £38,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy development within school has a consistent approach and is embedded across all areas of curriculum. EYFS staff ensure high quality interactions are effective and support oracy development. Planned opportunities enable pupils to present, perform and collaborate.	<ul style="list-style-type: none"> Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Oral language interventions Toolkit Strand Education Endowment Foundation EEF Preparing for Literacy – EEF guidance report EEF Making the Most of Teaching Assistants Voice 21 report. 	1,3
Improved phonics for disadvantaged pupils in KS1 through quality first teaching and targeted intervention.	<ul style="list-style-type: none"> Phonics Toolkit Strand Education Endowment Foundation EEF Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Preparing for Literacy – EEF guidance report EEF – Effective professional Development EEF – Working with Parents to Support Children's Learning 	2,3
Raised attainment for disadvantaged pupils in reading, writing and maths through quality first teaching and targeted intervention.	<ul style="list-style-type: none"> Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) Improving mathematics in early Years and Key Stage 1 Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Preparing for Literacy – EEF guidance report EEF – Effective professional Development 	1,2,3
Curriculum is sequenced deliberately to ensure that pupils retrieve prior learning and connect it to new learning. Pedagogy is appropriate to maximise learning time.	<ul style="list-style-type: none"> Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk) 	1,2,3,4

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

Budgeted cost: £29,67.06

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions are robust and ensure that pupils keep up, intervention groups are fluid to ensure any missed learning is caught up due to any attendance barriers. Leaders closely monitor impact.	<ul style="list-style-type: none"> • Phonics Toolkit Strand Education Endowment Foundation EEF • Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) • Preparing for Literacy – EEF guidance report • EEF Making the Most of Teaching Assistants • EEF Teacher Feedback to improve pupil learning. 	1,2,3,5

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

Budgeted cost: £13,702.94

Activity – 5,6,7	Evidence that supports this approach	Challenge number(s) addressed
Home school link worker monitors attendance alongside SLT. Clear and consistent processes in place to support families. Targeted families' referred to the EWO for additional support.	<ul style="list-style-type: none"> • EEF – Working with Parents to Support Children's Learning • See Durrington Research School regarding impact of tracking attendance. 	5
Further embed relationships policy to ensure all staff consistently apply practices to support behaviour in class. Nurture based curriculum for those pupils requiring specific support ensures pupils successfully access provision.	<ul style="list-style-type: none"> • EEF Toolkit Improving behaviour • EEF Toolkit – Improving Social and Emotional Learning in Primary School 	6
Trained ELSA supporting member of staff works with identified pupils. School counsellor employed to school half a day per week with caseload of children requiring more specialized SEMH support.	<ul style="list-style-type: none"> • EEF Toolkit – Improving Social and Emotional Learning in Primary School 	6
Leaders ensure effective communication through use of on line tools/ apps. Curriculum workshops are planned in advance to ensure parents have many opportunities to engage in learning with their child.	<ul style="list-style-type: none"> • EEF – Working with Parents to Support Children's Learning 	7

Total budgeted cost: £68,175

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 2020 to 2021 academic year.

Our internal assessments during 2023 - 24 suggested that the performance of disadvantaged pupils was higher or at least in line with that of all pupils in key areas of the curriculum. This was an improvement on the previous year whereby outcomes we aimed to achieve were not fully realised.

Desired outcomes –

100% pupils eligible for PP (Non-SEND) make strong progress during their time in school (for any pupil entering school below or well-below ARE).

Pupils eligible for PP attain in line with national pupils eligible for PP at all statutory assessment points

All PP children identified make accelerated progress enabling them to make strong progress in core subjects. FS pupils eligible for PP make accelerated progress on the Early Communication Screening to be at age-related expectation.

Outcome – Progress

Data over whole year – Sep- Jul 2025

F1 PP Pupils –

- Reading – 71% expected+ progress
- Writing -35% expected and 29% accelerated
- Maths – 86% expected+ progress

F2 PP Pupils –

- Reading – 100% expected progress and 94% accelerated
- Writing - 100% expected and 88% accelerated
- Maths – 100% expected and 56% accelerated

Attainment – 73% achieved GLD

Y1 PP Pupils –

- Reading – 42% expected+
- Writing -32% expected+
- Maths – 58% expected+

Y2 PP Pupils –

- Reading – 72% expected progress
- Writing -61% expected
- Maths – 78% expected

Phonics: 76%

Desired outcome –

All pupils have attendance at least 97% (unless affected by exceptional circumstances, such as serious illness) Lateness of pupils reduced as a result of interventions put in place.

Outcome –

Mandatory school procedures continue with high expectations.

- Daily phone calls / home visits
- Attendance tracking
- Attendance clinics
- Targeted support to identified families
- PNWL and EWO support.
- Introduction of fining for holidays or PA.

To support the message of attendance in school activities such as

- Assembly
- Extra play
- Breakfast club and invites to extra curricula activities
- Attendance Treat each term, including certificates and badges

The school curriculum has also been adapted to support a 'catch all' approach. With sessions planned 3x weekly. Careful planning of topics and key teaching that needs to be revisited is mapped across the year for all pupils in all subject areas.

Externally provided programmes

Programme	Provider
Accelerated Reading	Renaissance
Mastering Number	NCETM
Reading Wise	Reading Wise
White Rose Premium	White Rose

Further information (optional)

Our schools uses an action plan in addition to the strategy document. The action plan incorporates all of the intended outcomes and actions from the strategy and breaks them down into achievable milestones. This ensures that the vision is clear to staff and that each action is acted upon and delivered. The action plan is reviewed termly to determine progress and this is reported to governors.