

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 Park Primary School
Number of pupils in school	425
Proportion (%) of pupil premium eligible pupils	93 children (22%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Phil Brooke Headteacher
Pupil premium lead	Claire Williams Deputy Headteacher
Governor / Trustee lead	Anne Trafford Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,815
Recovery premium funding allocation this academic year	£ 6,395
School-Based Tutoring allocation 2021-22	£ 7,654
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	£146,864

Part A: Pupil premium strategy plan

Statement of intent

Our school is committed to ensuring that all children, irrespective of their background or the challenges they face, make good progress, achieve high attainment across all subject areas and enjoy enriching experiences and opportunities while at our school. Our school values of Care, Aspire and Achieve are entrenched within our approaches including our pupil premium strategy.

We also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality 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 disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school (EEF Guide to Pupil Premium). 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 pupil premium strategy is integral to our wider school improvement strategy for all pupils. This includes targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. In addition to the NTP, we also have a wide-ranging approach to ensure the best education and outcomes for all children. This approach includes strengthening relationships between parents and carers and therefore improving parental engagement. We also prioritise the social, emotional and wellbeing needs of all of our children and families.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help all pupils excel. To ensure they are effective we will:

- act early to intervene at the point 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.
- Use an evidenced-informed approach which is rigorously monitored and evaluated.

Challenges

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

Challenge number	Detail of challenge
1	Assessments (NELI, Language Link, Speech and Language Assessments, Reception Baseline Data), observations, and discussions with pupils and staff indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils on entering EYFS.
2	Assessments (Phonics screening, Benchmarking, EYFS assessments) observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with early reading than their peers. This negatively impacts their development as readers and learners.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures. These findings are supported by national studies. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations.
4	Our internal research (including wellbeing surveys, teacher assessment), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities which can limit cultural capital. These challenges particularly affect disadvantaged pupils, including their attainment.
5	The attendance and persistent absence of some cohorts of disadvantaged pupils is lower than non-disadvantaged.

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 among 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, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To improve the attendance of identified groups of pupils.	Identified pupils' attendance increases.

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: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure the quality of teaching and learning across the schools is consistently high.</p> <p>Coaching and mentoring used to develop and support all teachers.</p> <p>High quality professional development opportunities within school and through the use of external partners such as the EEF, NCETM and the Local Authority.</p> <p>All staff including support staff are part of our package of professional development opportunities designed to ensure a high quality, evidence-based approach to teaching and learning. We run Teacher Research Groups, Lesson Study and many other models of professional development across our whole school to ensure that all staff are motivated, knowledgeable and prepared to deliver the best curriculum, and have the skills to do so.</p> <p>Our ECTs (Early Career Teachers, formerly Newly Qualified Teachers) have a dedicated mentor with specific non-contact time dedicated to supporting their development.</p> <p>Training of staff</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy</p> <p>https://www.gov.uk/government/publications/early-career-framework</p>	<p>1, 2, 3,4</p>

<p>Develop EYFS and KS1 teacher and support staff knowledge and understanding of Early Reading development.</p> <p>EYFS and KS1 teachers will co-facilitate/attend the EEF Preparing for Literacy Programme delivered by the DHT for the Research School. Time and resources will be provided in school for the implementation of the programme recommendations ensuring a robust and evidenced-based approach to language, communication and Literacy with the early years and KS1.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</p>	<p>1, 2</p>
<p>Continue to develop mastery approaches in maths. We have 1 Mastery Specialist Teacher in school working for the NCETM who lead on providing professional development opportunities for all staff. We also have 4 additional Professional Development Leads and 3 SLEs who work across the school on projects to improve maths teaching and learning.</p> <p>A particular focus for this year will be the implementation of 'Mastering Number'. This programme will focus on fluency development from EYFS through to Year 3 and will follow the Teacher Research Group structure of professional development.</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</p>	<p>2,3</p>
<p>The use of high quality resources in maths to support learning.</p> <p>We use the White Rose Maths scheme of learning and resources to support our approach to teaching mathematics across school.</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</p>	<p>3</p>
<p>Implement DFE approved Phonics Programme.</p> <p>Monster Phonics will be used in Reception, Year 1 and Year 2 and for intervention/progression across KS2. All staff will receive high quality training form Monster Phonics and follow on PD throughout the year from our reading lead.</p>	<p>https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes#fn:2</p>	<p>1, 2</p>

Our reading/phonics leader is non class based to support and develop our approach to reading throughout the school. This work will involve TRGs and ongoing training for all staff.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £48 ,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional interventions for phonics/reading/maths delivered by an academic mentor. Full time mentor working across year 3 and 4 and the school and part-time mentor 3 days per week in reception delivering NELI, phonics, early reading and SEL interventions.	https://www.rand.org/randeurope/research/projects/neli-evaluation-nuffield-early-language-intervention.html#:~:text=NELI%20appeared%20to%20have%20a,months%20in%20early%20word%20reading. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3, 4.
Staff training and implementation of NELI	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches https://www.elklan.co.uk/NELI/ https://www.rand.org/randeurope/research/projects/neli-evaluation-nuffield-early-language-intervention.html#:~:text=NELI%20appeared%20to%20have%20a,months%20in%20early%20word%20reading.	1

<p>NTP (National Tutoring Programme) School –led tutoring for identified children. Third Space Maths online small group tutoring for PP and vulnerable children.</p>	<p>https://nationaltutoring.org.uk/</p>	
<p>Ensure high quality speech and language provision is provided across the school but with a particular focus on our youngest learners. Qualified speech and language therapist employed to screen and provided programmes for trained staff to deliver and to deliver therapist programmes to the children most in need.</p>	<p>https://www.rcslt.org/speech-and-language-therapy/where-slts-work/education/</p>	

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

Budgeted cost: £28,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing leads (children) Training for the children Different colour t-shirts to identify the leads within school	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf	4
Mental Health First Aid training for staff. SENDCO/Safeguarding Lead Senior Mental Health Lead	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/937601/Wellbeing-literature-review_final18052020_ap.pdf https://www.gov.uk/guidance/senior-mental-health-lead-training	3,4
Funded breakfast club for PP/vulnerable children.	https://ifs.org.uk/publications/8714	3,4, 5
Free breakfast for all children everyday.	https://ifs.org.uk/publications/8714	4, 5,
Funded after school place 1x	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	4, 5

<p>every week for all PP/Vulnerable children. Funded place at choice of enrichment club 1 x per week. Dance, music, drama, football, dodgeball, science club for all PP/Vulnerable children.</p>		
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Total budgeted cost: £ 148,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

In the year 2022-23 Communication and Language outcomes at the end of Reception saw a positive increase of 20% in the number of children meeting the ELG. All children were screened using the NELI programme and targeted support given throughout the year.

End of Key Stage 2 - 2022/3	% ARE	National Average	Diff	% GDS	National Average	Diff
Reading	79%	67%	+12%	50%	17%	+33%
Writing	79%	64%	+13%	14%	6%	+8%
Maths	86%	71%	+19%	50%	12%	+38%
GPS	86%	59%	+27%	36%	17%	+19%

Disadvantaged children performed significantly above national average in all areas, with 50% of children achieving the higher standard in both reading and maths. This is compared to national averages of 17% and 12%.

End of Key Stage 2 - 2022/3	Progress score	National average	Diff
Reading	+0.6	-0.9	+1.5
Writing	+1.1	-0.7	+1.8
Maths	+1.3	-1.1	+2.4

Disadvantaged children made above average progress in all areas with significantly above average progress in maths and writing.

Free breakfast club has increased engagement as children are in school early, have breakfast and are in class in plenty of time for Ready to Learn time. This also allows time for targeted check ins.

Parent feedback is extremely positive with 95% of parents stating their children are happy in school and 99% of parents stating they feel their child is cared for and they would recommend the school to other parents.

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
Read, Write, inc	Ruth Miskin Training
NELI	NELI
Essential Spelling	Herts For Learning
Letter Join Handwriting Scheme	Letter Join
IDL (International Dyslexia Learning)	Ascentis