

Pupil premium strategy statement (primary)

1. Summary information					
School	Alexandra Primary School				
Academic Year	2017-18	Total PP budget		Date of most recent PP Review	
Total number of pupils	719	Number of pupils eligible for PP	116	Date for next internal review of this strategy	

2. Current attainment - Autumn 2017-18															
	Autumn 2017-18: Attainment														
	Reading					Writing					Maths				
	Ungraded	Below	Just Below	Expected	Exceeding	Ungraded	Below	Just Below	Expected	Exceeding	Ungraded	Below	Just Below	Expected	Exceeding
Y1 - PP	-	22%	22%	33%	22%	-	-	33%	56%	11%	-	22%	11%	44%	22%
Y1 - Other	4%	4%	11%	40%	42%	4%	4%	16%	52%	25%	4%	5%	11%	40%	41%
Y2 - PP	-	8%	8%	33%	50%	-	-	42%	58%	-	-	0%	33%	50%	17%
Y2 - Other	1%	12%	11%	44%	32%	1%	12%	21%	55%	11%	1%	11%	16%	60%	12%
Y3 - PP	-	10%	19%	71%	-	-	5%	29%	67%	-	-	10%	24%	67%	-
Y3 - Other	4%	10%	12%	47%	26%	-	10%	13%	51%	19%	4%	9%	12%	56%	19%
Y4 - PP	6%	17%	11%	50%	11%	5%	39%	11%	39%	6%	6%	22%	22%	33%	17%
Y4 - Other	-	16%	9%	42%	26%	1%	17%	13%	50%	19%	8%	17%	10%	36%	29%
Y5 - PP	4%	16%	4%	56%	20%	4%	16%	8%	60%	12%	4%	24%	16%	40%	16%
Y5 - Other	5%	14%	10%	46%	25%	2%	19%	17%	42%	20%	1%	17%	5%	53%	24%
Y6 - PP	0%	15%	12%	27%	46%	0%	19%	12%	57%	12%	-	4%	27%	15%	54%
Y6 - Other	1%	15%	8%	9%	67%	1%	18%	13%	44%	24%	-	5%	14%	20%	61%

Autumn data 2017-18

The table above shows current attainment for this academic year. Currently, in Year 6 the disadvantaged pupils are attaining higher than the non-disadvantaged pupils for the expected standard in Reading and Writing. The gaps between the disadvantaged and non-disadvantaged to achieve the expected standard and exceeding standard in Maths is closing in the Autumn term. In reading, the gap is still quite wide for greater depth but there has been a marked improvement since last year

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Since this data, children are now working in mixed ability class groups, apart from some children who remain in small groups, which has already had an impact on pupil confidence. A pupil premium group are attending an after-school club at the Griffin Park Learning zone, which is focusing on speaking and listening, Literacy and Numeracy skills. The extra TA support in Year 6 has helped with reading especially as they have been deployed to fill in gaps of the core subjects and also hear children read and enter into a discussion about their reading.

In Year 5, it is similar in the fact that the Disadvantaged group are out-performing the non-disadvantaged group. However, for Year 5 this is also similar in reading. In Maths the non-disadvantaged group are achieving higher than the disadvantaged group. Therefore, more support needs to be included in Maths and to keep the same momentum in reading and writing.

In Year 4, the disadvantaged group are performing better than the non-disadvantaged in reading and Maths. In writing, the disadvantaged are working below the non-disadvantaged,

In Year 3, there are no children in the disadvantaged group who are achieving the highest standard for their year group. They are, however, performing better in Maths and Writing. Therefore, reading and higher attainers who are disadvantaged should become more of a focus in Spring.

In Year 2, 50% of the disadvantaged pupil are exceeding the standard for reading; some are slightly out-performing the non-disadvantaged in Writing and currently more children in the disadvantaged group have reached the exceeding standard in Maths.

In Year 1, the gap is closing as there are more children who are disadvantaged achieving the expected standard in Maths and writing compared to their peers.

It is evident that the strategies of Bloom's taxonomy and higher order LIs have been trialled and more staff are thinking more about challenging their children. A recent English book look demonstrates this is becoming increasingly evident.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Last year there was a gap which needs to be closed in Y6 attainment in Maths and Writing between the Disadvantaged and the Non-Disadvantaged	
B.	Gap between More Able Disadvantaged children and the Non-Disadvantaged children	
C.	Social and emotional factors which are barriers to learning	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.		
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Close the gap in the core subjects between the Disadvantaged and Non-Disadvantaged children	The gap closed Maths, Reading and Writing.
B.	Increased attainment of the More Able Disadvantaged	Middle Leaders project(s) from last year to be implemented across the school
C.	KS2 staff to ensure that prior attainment from KS1 is on track for PP	More able children making accelerated progress Year 3 to begin KS2 with better progress
D.	Identification of Disadvantaged in the Early years	Children identified from an earlier age to ensure provision is made from the beginning

5. Planned expenditure

Academic year

2017-18

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><u>In-class support:</u></p> <p>Allow Class Teachers to work with our More-Able Disadvantaged to accelerate and maintain progress.</p>	<p>Allow teachers to work with the most vulnerable in the class as support staff can be used to support other groups within the classroom.</p> <p>Support staff to do targeted interventions where appropriate based on data and observations from class-teachers and/or senior leaders</p>	<p>It is evident that Quality First Teaching is the key to the rapid attainment and progress of all children, but namely our most vulnerable children.</p> <p>We have therefore decided to invest time and funding in our support staff to support teachers by freeing them up to work with the most disadvantaged in the class, and to carry out targeted interventions where appropriate.</p> <p>Therefore, teachers can deliver quality interventions as well as support staff.</p> <p>This practise is being developed across the school where staff need more confidence to see this as a strategy to use in their year groups.</p>	<p><u>Outcomes:</u></p> <p>Pupil Progress data will: - demonstrate rapidly closing gaps in Reading, Writing and Maths. -show progress for more able children is accelerated and maintained so that their attainment remains high from their entry point to their exit point.</p> <p><u>Monitored through:</u></p> <ul style="list-style-type: none"> • Analysis of progress and data at Pupil progress meetings On-going analysis from the year group leader. • Analysis of impact of interventions • Quality assurance monitoring of delivery of interventions • Performance Management monitoring and targets 	<p>SENCO, PP lead – AHT, SLT, YGL's</p>	

<p><u>More able disadvantaged: CPD of staff</u></p> <p>To improve attainment through the professional development of staff to cater for the more able disadvantaged pupils</p>	<p>INSET time to staff to train them to use the strategy of Bloom's taxonomy when planning</p>	<p>The Ofsted report for the school in July 2017 highlighted that "...the most able and the most able disadvantaged pupils are not always sufficiently challenged in lessons." Teachers need to avoid losing valuable time on easy activities that children know already and focus on extending and challenging their learning.</p>	<p>-Carefully analyse the progress of the More able and the More able disadvantaged</p> <ul style="list-style-type: none"> - Identifying any underachievement and putting in place appropriate and timely support - Ensuring that teachers consistently challenge the most able pupils with work that is well matched to their abilities. <p>-Training of staff and seek CPD opportunities to ensure better provision for the more able disadvantaged pupils</p> <p><u>Monitored through:</u></p> <ul style="list-style-type: none"> -Planning in year groups with activities for the more able disadvantaged pupils included. -Book looks carried out from SLT and subject leaders -Progress tracked through pupil progress meetings and regular monitoring from the Year group leaders 	<p>Year group Leaders, CT's and SLT</p>	
Total budgeted cost					

ii. 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><u>ELSA:</u></p> <p>To enable our children to develop resilience and positive attitudes</p> <p>Targeted pupils will be emotionally ready to learn and able to access the curriculum quickly.</p> <p>To close progress/ attainment gaps in Reading, Writing and Maths</p> <p>To improve pupils' emotional resilience and positive attitudes to being successful learners</p>	<p>Emotional Literacy Support Programme (ELSA)</p> <p>The Emotional Literacy support Assistants will undertake a focused and targeted programme throughout the academic year</p> <p>Of those identified this academic year, 50% (12 out of 24 children) are PP.</p> <p>Pupils will be identified through:</p> <p>Half termly pupil progress meetings</p> <p>Annual results of the school PASS Survey</p> <p>Staff and parental concerns as and when they arise.</p>	<p>We recognise that promoting a positive mindset is vital to their ability to access learning and learn well. It is evident that emotionally vulnerable children are not in a position to make good progress and attainment without specific targeted support. Issues flagged through Class Teachers and Pupil Voice have demonstrated that there are a significant minority of children with emotional difficulties, e.g, PASS survey, SENDCO meetings and Pupil progress meetings. A highly regarded programme such as ELSA has been identified as a strategy to enable children who have been identified as SEND to discuss emotions and be offered strategies through our trained members of staff in this field.</p>	<p><u>Outcomes:</u></p> <p>Pupil Progress data and discussions will identify gaps closing in Reading, Writing and Maths.</p> <p>SEND review information through provision mapping will show a reduction in children reported to be lacking in self-esteem.</p> <p>Pupil voice will demonstrate improving levels of resilience and self-esteem. There will be a reduction in incidences of negative behaviour demonstrated by disadvantaged and other targeted groups.</p> <p><u>Monitored through:</u></p> <ul style="list-style-type: none"> • Regular half termly progress and attainment data analysis • Use of the Boxall Profile as a tool to assess a child's needs and evaluate progress • Monitoring and analysis of behaviour via cpoms 	<p>Two TA's trained by educational psychologists.</p>	<p>March 2018 to assess impact so far.</p>

<p><u>Transition to Year 6:</u></p> <p>Provide targeted secondary transition support for vulnerable and disadvantaged Year 6 pupils</p>	<p>Vulnerable children (including disadvantaged and SEN) who are identified as needing support in transition</p>	<p>Transition to secondary school is a vulnerable time for our disadvantaged children especially (amongst other identified groups). Children should be well-prepared for their move to secondary school and funding will be allocated to support the children for their next step in education, As well as emotional support, this is often identified through the preparedness for learning that has been highlighted through an evaluation of our PASS survey. With Year 6 pupils, 'preparedness for learning' has been highlighted as an area of need and where scores are particularly low. This could also mean providing the pupils with equipment and also visiting their new secondary school before transition day so that it is a smoother change.</p>	<p><u>Outcomes:</u></p> <p>Smoother transition to secondary school</p> <p>Prompt and informed choices of secondary school.</p> <p><u>Monitored through:</u></p> <ul style="list-style-type: none"> -Transition intervention during the Summer Term -Follow up with secondary schools during Autumn Term 1 to identify level of impact 	<p>Year 6 staff in liaison with SENDCO and PP lead - AHT</p>	
Total budgeted cost					

iii. 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 implementation?
<p><u>Equal opportunities outside of the classroom for disadvantaged pupils:</u></p> <p>- To ensure equal access to opportunities in-line with their non-disadvantaged peers</p>	<p>All children should have the opportunity to access the residential school trip whatever their financial circumstances.</p>	<p>Reduced or subsidised cost of going on the Year 6 residential school trip, meaning that our disadvantaged children have an equal opportunity to participate in adventurous activities as part of the extended curriculum</p>	<p><u>Outcomes:</u></p> <p>-There will be an increased uptake in places on the school residential trip.</p> <p>-An increased level of family engagement will enable families to take the opportunity for their children to attend.</p> <p><u>Monitored through:</u></p> <p>-analysis of uptake</p> <p>-attitude to learning before and after the school residential trip</p>		
<p><u>GPLZ after-school club</u></p> <p>-To enthuse pupils attitude to learning via an after-school club</p> <p>-To further enhance their Literacy, Numeracy and ICT skills and apply their skills from the classroom to another environment outside of school</p>	<p>Trips and clubs to further enhance the learning in the classroom.</p>	<p>GPLZ after-school club to target disadvantaged pupils in Year 6. The club takes place in a different environment to school and will make links with our local community. The children will engage in Literacy, Numeracy and ICT based activities to produce a verbal news report. Outcomes from last year show a marked improvement in children's attitude to learning and their attainment, especially in Writing where the gap closed slightly over the course of last year.</p>	<p><u>Outcomes:</u></p> <p>There will be an increased level of attainment of the group of 12 Disadvantaged children</p> <p>There will be an increased level of engagement and enthusiasm amongst the group.</p> <p><u>Monitored through:</u></p> <p>-Core skills identified before the club and analysed after the club has taken place.</p> <p>-Report from the GPLZ staff to monitor the changes over the period of 6 weeks.</p> <p>-Attitude to learning monitored and analysed via a pupil survey based on them receiving the club vs those who did not attend. i</p>		
Total budgeted cost					

6. Review of expenditure (2016-17)

Previous Academic Year		2016-17		
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
Improve attainment of PP pupils	Middle Leaders + course where two senior leaders took part in an action research project.	See separate documents for evidence of the impact. Of the pupils included as a focus group, more pupils achieved the Greater depth standard than they were first thought at the beginning of the year. We are still continuing to develop our provision for the higher attaining pupils including pupil premium children as a whole school focus. This was highlighted by OFSTED as an on-going area of development.	It was a successful approach as it allowed staff to focus on the PP pupils as an action research project. This also meant that we were able to provide evidence. This will need to be continued because it will now be able to be disseminated further through the school via staff development opportunities and training.	
ii. Targeted support				
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
Social and emotional needs leading to poor behaviour/poor focus on learning	ELSA	Pupils who received this intervention were more focused on their learning after it as compared to before. They were able to discuss issues that were troubling them, so they could concentrate on their classwork. It allowed them to build relationships with the TA's leading the intervention.	This approach will continue, and we will ensure we involve PP pupils more as a focus group. There was an increased enthusiasm and confidence built when children were less burdened and could talk through their emotions and problems away from their peers. They received deserved attention and all pupils who attended these sessions last year enjoyed them and would recommend them to their peers. 50% of the group identified for the ELSA initiative in 2017-18 are disadvantaged pupils as well as SEND.	

	In-class support	<p>Pupils who received additional support increased in their rates of progress and attainment.</p> <p>Year group leaders and all staff are more aware of their PP children and this is now embedded into planning provision and when opportunities arise for events such as trips and clubs.</p> <p>There are higher expectations of outcomes for all children, including the PP pupils.</p>	<p>We will continue to use this approach as our support staff are more able to identify the needs of the PP children in their particular year groups. also the time given to class teachers to be able to run interventions too with disadvantaged pupils allows for Quality First Teaching.</p>	
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iii. Other approaches				
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
Provide extra opportunities for pupils	One pupil received funding for attending the Year 6 residential trip.	This was offered to all Pupil premium children. The impact was high as the child was able to experience being away from home and all the issues that surrounded them there.	It allowed her to grow in confidence and her self-esteem was raised as she achieved things that were not necessarily just tailored on academic, e.g. Climbing and Kayaking. It had a significant impact on the child as she grew in confidence, which equipped her well for her move to Secondary school. She received attention on the trip and this enabled her to enjoy time away from the stresses of daily life she faced.	
	The same pupil also received support with transition to secondary school.	This had a high impact on her socially and emotionally. The pupil remained below standards but made exceptional progress.	This proved to be beneficial to the pupil for a smooth transition to secondary school.	
	Griffin Park Learning zone after school club	All children who attended the Griffin Park after school club were enthusiastic and participated fully. They achieved new skills and were able to demonstrate great team work and problem-solving skills. Questionnaires with the pupils prove that they not only enjoyed the club, but they learnt a lot from the after-school club.	This approach will be continued as the links between the school and the community will widen. Also, the club has proved to be beneficial to children's confidence.	

	One Eighty's Summer project	8 pupil premium children were identified for this project, which ran during the Summer holidays. Children were given the opportunity to visit places in London and spend time with other children who were disadvantaged pupils both in their schools and from other schools. This built good social skills and allowed children to build relationships with others before secondary school. Children from KS2 were selected to take part.		
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7. Additional detail

Strategies showing impact to date include:

Key Stage 1:

At KS1, disadvantaged pupils are supported through the use of a range of interventions such as nurture groups and the deployment of additional teaching staff in Y2. Currently, it is evident that the gap is starting to close especially in Year 2 as in some subjects; the disadvantaged group are out-performing the non-disadvantaged group. In Year 1 the gap is wider - 44% of the children have been awarded below or just below the standard expected in Year 1 in Autumn 2017-18. Disadvantaged children who are expected to achieve the age-related expectations in Maths and Writing are performing better and this can be demonstrated through the fact that the gap is starting to close.

Key Stage 2:

Quality targeted interventions such as guided teaching, tuition, extra-curricular opportunities and other interventions have enabled an increase in the number of disadvantaged pupils who achieved the expected standard in all subjects at KS2. Writing is showing an increase in standards amongst the disadvantaged group as staff are finding interests and experiences as more of a stimulus for writing through the trips and opportunities provided for the disadvantaged group.

Whole School:

Action Research projects carried out by two members of staff with a focus on challenging using Bloom's taxonomy and widening opportunities outside of the curriculum to promote depth of learning for disadvantaged pupils across the school led to an increase in disadvantaged pupils demonstrating greater depth standard in Reading, Writing and Maths in all year groups. However, in Year 3, more of a focus needs to shift to achieving the higher standard. Our work on this as a school has begun through INSETs and staff training but we are aware that this can be further developed as suggested by our recent Ofsted report of July 2017. This has been a focus for the Autumn term and we have high aspirations for an increased percentage of attainment in all areas.

The engagement of disadvantaged pupils through the School Council and pupil voice opportunities has continued to ensure that barriers to the achievement of disadvantaged pupils are lessened and essentially removed.

Plans for future funding include:

-Continue to develop the provision of support for lunchtime activities to ensure that all disadvantaged pupils are given the opportunity to develop their personal skills through football and a reduction in behaviour incidences on the playground during lunchtime.

-Closing the attainment gap at greater depth standard in reading across Key Stage 2 and Year 1; and Writing in Year 2.

-Fund places for wider opportunities and promote the attendance of disadvantaged pupils at after school clubs (both sport and other clubs), as well as tuition and other extra-curricular activities.

Tracking and Intervention: The progress and achievement of all pupils is monitored at key points in the academic year. Any pupil (disadvantaged or not) who is in need of intervention is identified and the necessary support is put in place. This is led by the Headteacher, the SLT and Leader for SEND through regular meetings and discussions. Pupil Asset is used to analyse assessment data and to highlight differentials in performance and impact of interventions.

Resources and Staffing: The contribution from Pupil Premium will continue to provide a range of intervention programmes to help children reach their full potential in Literacy and Numeracy along with a reminder of the benefits of using resources to enhance learning of all pupil groups. as well as this staff are deployed to support the non-academic social and emotional barriers to their learning through Emotional Literacy Support.

We will continue to use Pupil Asset to track and evaluate our pupil progress and attainment. Our aspirational targets will continue and ensure that our pupils [all groups] achieve more than expected from starting points and therefore demonstrate that they are ready for the next stage of their education.

Assistant Headteacher,
Alexandra Primary School,
2017-18