

## 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	Alfred Street Junior School
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020/2021 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Kelly O'Connor Headteacher
Pupil premium lead	Lisa Warren
Governor / Trustee lead	Richard Scarfe/ lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,014
Recovery premium funding allocation this academic year	£7,250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£69,264

# Part A: Pupil premium strategy plan

## Statement of intent

At Alfred Street Junior School we have high expectations for all the pupils in our school. We believe that with high- quality teaching, and a happy, caring and secure learning environment each child can fulfil their individual potential, both academically and socially. To achieve this, we will ensure that children are engaged, inquisitive and inspired to learn and that our curriculum is broad, balanced, progressive and ambitious for all learners. At the heart of our curriculum we also feel that reading and closing the vocabulary gap is essential.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium. Children who have ‘fallen behind’ their peers with similar starting points will receive interventions and daily support.

Staff at Alfred Street Junior School are committed to ensuring that all of our pupils are ambitious, have a Growth Mind –set and have positive well-being.

## Challenges

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

Challenge number	Detail of challenge
1	Attainment of disadvantaged children in reading, writing, mathematics and phonics
2	Behaviour/ social and emotional issues for some children having a detrimental effect on their academic progress
3	Attendance and Punctuality issues
4	Some PP children’s progress from KS1 is still at a slower rate than their peers.
5	Some home and family issues create social and emotional barriers to learning and limited parental engagement
6	Some disadvantaged children do not have the same oppprtunities to take up extra curricular activities due to financial constraints at home

## 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 reading attainment among disadvantaged pupils	KS2 reading outcomes in 2023/2024 show that disadvantaged pupils have achieved the national average attainment scores.
Improved writing attainment among disadvantaged pupils	KS2 writing outcomes in 2023/2024 show that disadvantaged pupils have achieved the national average attainment scores.
Improved maths attainment among disadvantaged pupils	KS2 mathematics outcomes in 2023/2024 show that disadvantaged pupil have achieved the national average attainment scores.
Improved attainment in phonics	Those children who are identified in baseline phonics checks as underachieving to achieve in line with or better than national expectation in PSC by the end of year 3.
To achieve and sustain improved social, emotional and mental health and behaviour for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant reduction in social, emotional and behaviour incidents</li> <li>• a significant increase in participation in after school activities, particularly among disadvantaged pupils.</li> </ul>
Improved attendance	Ensure attendance of disadvantaged pupils is 96% or above

## 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: **£42,693**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions	Evidence from Education Endowment Foundation EEF+5 months Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	1, 4 and 5
Additional support for children requiring interventions (1:1 and small group support).  Catch –Up Teacher (1:1 and small group support).	Evidence from Education Endowment Foundation Individualised instruction +4 months One to One tuition +5 months Tuition targeted at specific needs and knowledge gaps can be an effective method to support low	1, 4 and 5

	<p>attaining pupils or those falling behind, both one-to-one:  And in small group:  Small group tuition+4 months</p>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£26,571**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>FSW appointed to work with vulnerable families and improve parental engagement.</p> <p>FSW appointed to work on attendance – analysing attendance and contacting low attenders. She will support families to raise attendance/ punctuality.</p>	<p>Evidence from Education Endowment Foundation – Parental engagement +4 months</p> <p>Parental engagement will include general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children’s learning activities; and more intensive programmes for families in crisis.</p>	2, 3 and 5
<p>BSA to support children with social, emotional, mental health and behavioural needs.</p>	<p>Evidence from Education Endowment Foundation - Behaviour interventions EEF +4 months 1 and 3</p> <p>Behavioural interventions seek to improve attainment by reducing challenging behaviour in school.</p> <p>Evidence from Education Endowment Foundation - Social and emotional learning EEF +4 months</p> <p>Social and Emotional Learning – including more specialised programmes which use elements of SEL and are targeted at students with particular social and emotional needs.</p>	2 and 5

Subsidised Trips and Clubs.	Evidence from Education Endowment Foundation – The Guide t Pupil Premium: A tiered approach to spending.	5 and 6
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**Total budgeted cost: £69,264**

## 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.

The main aims for last year were to improve the attainment of our disadvantaged children in reading, mathematics and writing. Our internal assessments during 2020/21, suggest that the performance of disadvantaged children in Year 6 had improved compared with data from 2018/19. This trend was also seen in Year 5 and in some subjects in Year 3 and 4. Isolation and school closures as a result of Covid 19 did impact on the performance of some disadvantaged children as well as children's resilience, stamina and some social and emotional needs.

During school closure, we were able to provide on line personal teaching by each year group teacher every morning. This aided our disadvantaged pupils as they had structured teaching for maths, reading and writing. Tablets and laptops were offered to children who did not have access to a device. Some interventions in the afternoons were also provided. Teachers found that reading and writing was not as successful on line as mathematics. The introduction of Power Maths scheme this year with a mastery approach has provided teachers with a structured curriculum and exposed all children to challenge during each lesson. Data suggests that this has aided the performance of pupils in maths.

77% of Year 3 children took part in phonic interventions during the Autumn term. 80% of these children improved their scores in one or more of the phases tested which resulted in only 38% of the children needing to continue with the phonics intervention. 17% of Year 4 children took part in phonics interventions during the Autumn term. 100% improved their scores in one or more of the phases tested. Phonic interventions continued in the Summer term and as a result 21% of Year 3 children may not need to continue.

PP pupils' attendance was 94% (slightly below national) vs 98% attendance of non-PP pupils. An attendance challenge was introduced during the Summer term; however this did not seem to make a difference to the percentages. A very high percentage of PP children attended and engaged well with remote learning. Children who did not engage as well with remote learning at the beginning were contacted regularly and offered other solutions. The children benefitted from additional pastoral support and interventions when they returned to school. Parents of persistently absent pupils did engage with the FSW and improvements were seen over the year.

During the year, 76% (39) of PP children/families had contact with the FSW and as a result children and parents were offered support when and where it was needed. This included CIN, parenting contracts, EIPT and EHA support. She was also available for children and parents to discuss any problems during the day and conduct home visits when necessary. The FSW spoke to every parent and most children every week during the school closure.

Our BSA worked with our children when there was a behavioural issue. She resolved behavioural problems and offered strategies to children to support them. During the year, she worked with a number of PP children. This number decreased from 39% in the Autumn Term to 28% in the Summer Term. The number of red behaviours decreased during the year.

73% of Year 3 disadvantaged children received academic interventions. During the summer term, six children in maths and one in reading made progress and improved their academic outcomes. 100% of Year 4 received academic interventions. During the summer term, three children in maths and four in English made progress and improved their academic outcomes. 86% of Year 5 received academic interventions. During the summer term, four children in maths and English made progress and improved their academic outcomes. 85% of Year 6 received had academic interventions. During the Autumn term, 85% of objectives were achieved in maths, 50% in reading and 82% in writing by PP children.

Trips and after school clubs – Due to Covid 19, there was only one trip. 62% of disadvantaged children in Year 6 were able to access a trip to Coventry. Due to lack of parental interest at the beginning of the year, there were no clubs organised for the Autumn Term. Invitations were sent out to specific children for free clubs in the Spring Term which did not take place because of Covid 19. These targeted children were offered free places in clubs for part of the Summer term. This was extended to all disadvantaged children in the second part of the Summer term. Children took part in dodgeball, gardening, archery, athletics, dance and cricket clubs. On average, 73% of the children who attended the clubs in Summer 1 were pupil premium. In Summer 2, 60% were pupil premium.

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## Externally provided programmes

Programme	Provider
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## Service pupil premium funding

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