

# Pupil Premium Strategy Statement: Alfred Street Junior School

## School overview

Metric	Data
School name	Alfred Street Junior School
Pupils in school	114
Proportion of disadvantaged pupils	49 pupils (43%)
Pupil premium allocation this academic year	£95,719.72 including £27,123.72 carry forward.
Academic year or years covered by statement	2020 - 23
Publish date	November 2020
Review date	November 2021
Statement authorised by	Kelly O'Connor
Pupil premium lead	Lisa Warren
Governor lead	Richard Scarfe

## Disadvantaged pupil progress scores for 2019 - Last set of validated data

Measure	Score
Reading	
Writing	
Maths	

## Disadvantaged pupil performance overview for 2019 – Last set of validated data

Measure	Score
Meeting expected standard at KS2	23%
Achieving high standard at KS2	4%

## Teaching priorities for current academic year

Aim	Target	Target date
To improve attainment in Reading	Achieve national average attainment scores in KS2 Reading.	Sept 23
To improve attainment in Writing.	Achieve national average attainment scores in KS2 Writing.	Sept 23
To improve attainment in	Achieve national average attainment	Sept 23

Mathematics	scores in KS2 Mathematics,	
To improve 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.	Sept 23
To improve PP attendance	Improve attendance of disadvantaged pupil to national average (96%)	Sept 23

### Strategy aims for disadvantaged pupils

Measure	Activity
<p>Priority 1</p> <p>The percentage of disadvantaged children achieving Age Related Expectations (ARE) in reading will be in line with all pupils nationally.</p>	<p>Ensure that reading comprehension and reading skills are embedded across the school.</p> <p>Ensure that all relevant staff (including new staff) have received training to deliver the phonics scheme effectively.</p> <p>Ensure staff are using evidence based – Pixl for their interventions.</p>
<p>Priority 2</p> <p>The percentage of disadvantaged children achieving (ARE) in writing will be in line with all pupils nationally.</p>	<p>Ensure that Talk for Writing is embedded across the school.</p>
<p>Priority 3</p> <p>The percentage of disadvantaged children achieving (ARE) in maths will be in line with all pupils nationally.</p>	<p>Launch the Power Maths scheme mastery approach to teaching maths – including CPD for teachers.</p> <p>Launch Power Maths strengthening sessions.</p> <p>Work with Maths Hub Mastery Project.</p> <p>Ensure staff are using evidence based – Pixl for their interventions.</p>
<p>Priority 4</p> <p>The percentage of disadvantaged children achieving the national average for attendance will be in line with all pupils nationally.</p>	<p>Ensure our attendance policy is robust and meets the needs of our children.</p> <p>Launch new termly attendance initiative.</p>
<p>Barriers to learning these priorities address</p>	<p>Previous interventions have not been evidence based.</p> <p>Limited early learning skills and experiences, low starting points, poor language acquisition.</p> <p>Inconsistent Quality First Teaching.</p> <p>Historical gaps in knowledge not filled.</p>

## Targeted academic support for current academic year

Measure	Activity
<p>Priority 1 To improve attainment in reading and phonics.</p>	<p>Extra phonic intervention sessions to take place with targeted disadvantaged children who are falling behind in 3 year groups.</p> <p>Establish small group interventions for disadvantaged children falling behind age-related expectations.</p> <p>Mind the gap 1 to 1 interventions for each year group.</p> <p>Reading Volunteer for each year group to hear EAL children and children who are not reading at home.</p> <p>Extra teacher in year 6 for every morning.</p> <p>Booster groups after school in Year 6.</p> <p>Encourage wider reading and ensure children are exposed to challenging texts.</p> <p>Provide opportunities for children who may not read at home or visit the library to do so.</p> <p>Ensure wider range of reading books, linked to the phonics scheme, to improve the application of phonic skills.</p>
<p>Priority 2 To improve attainment in writing.</p>	<p>Establish small group interventions, taken by teachers, for disadvantaged children who are behind age-related expectations.</p> <p>Extra teacher in Year 6 for each morning.</p>
<p>Priority 3 To improve attainment in maths.</p>	<p>Booster groups after school in Year 6.</p> <p>Mind the gap 1 to 1 interventions for each year group.</p> <p>Establish small group interventions for disadvantaged children falling behind age-related expectations. Some of these groups will be taken by teachers.</p> <p>Extra teacher in Year 6 for each morning.</p>
<p>Barriers to learning these priorities address</p>	<p>Children not reading at home.</p> <p>Historical gaps in knowledge not filled.</p> <p>Children not reading a range of genres.</p> <p>Children from EAL families may not be supported with reading development effectively at home.</p>
<p><b>Projected spending</b></p>	<p><b>£62,683</b></p>

## Wider strategies for current academic year

Measure	Activity
Priority 1 Address pastoral and behavioural concerns and provide support for pupils and their families.	FSW, BSA and other staff to offer support to disadvantaged children and their families – attendance, behaviour, protective behaviours, social skills, self-esteem and awareness/ understanding of emotions. This also includes contact with other outside agencies concerning EHA, EIPT and CIN.
Priority 2 Ensure that pupils have access to clubs and trips including residential.	Promote equal opportunities for disadvantaged children – clubs, trips, residential, breakfast club and music lessons.
Priority 3 Provide children with devices to access the internet from home.	Develop access to the internet for specific disadvantaged children.
Barriers to learning these priorities address	Behavioural, social and emotional barriers. Attendance and readiness to learn for the most disadvantaged pupils. Lack of parental engagement with learning.
Projected spending	£33,036

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure enough time is allocated to allow for staff development to take place, including: ongoing CPD in reading, maths, curriculum and PiXL. Ensure improvements are continuously embedded and revisited. Ensure a focus on quality first teaching and attainment for all. Ensure standards are improving for PP children.	Use of training day, staff meeting and any additional twilight sessions. CPD and coaching sessions for teachers to improve quality of teaching. Cycle of improvements – eg review mornings, learning walks, book scrutinises, reviewing of strategies. Use of Pixl assessments to provide whole class, small group and individual gaps for interventions.
Targeted support	Ensure time is given to complete phonics interventions and these interventions are regularly assessed for impact.	Selected children in Year 3, 4 and 5 to have interventions for phonics.

	<p>Ensure time is given to complete interventions, both Mind the Gap and small group sessions, and that they have an impact.</p> <p>Ensure time is given to complete interventions and that they are having an impact.</p>	<p>Interventions to be timetabled in. Small group and Mind the Gap Interventions to take place when required.</p> <p>Timetabled interventions in place and to take priority.</p>
Wider strategies	<p>Ensure staff delivering pastoral interventions have the time to embed strategies and measure the impact of them.</p> <p>Ensure that disadvantage children have the same opportunities within school – clubs, music lesson, trips etc.</p> <p>Ensure that children have access to remote learning.</p> <p>Ensure the impact of pastoral intervention is measured and evaluated</p>	<p>Timetables in place. Inclusion Lead aware of the importance of this provision – high priority placed on it.</p> <p>Continue to offer free or reduced opportunities for disadvantaged children.</p> <p>Provide device with internet access for children to access remote learning.</p> <p>Use of SDQ's/Boxall's as a baseline measure and repeated at the end of pastoral intervention.</p>

### Review: last year's aims and outcomes

Aim	Outcome
Improve children's growth mind set, values and resilience.	<p>Every class room has a growth mind set display.</p> <p>Children were given tokens for each value they show weekly. During the Autumn Term, 988 tokens were given. During part of the Spring Term, 501 tokens were given.</p> <p>Commando Joe sessions took place weekly with each class. Children were very enthusiastic and motivated. They spoke knowledgably about values and Mission Week.</p> <p>End of term / year comparison targets were unable to be completed and evaluated.</p>
Carry out accurate assessment of attainment and progress across the school.	<p>Pixl assessments were used for reading, GPS and maths. Gaps were identified after testing. Whole class teaching of some gaps and small group teaching for more individualised gaps took place throughout the year. Pixl assessments showed all children made progress.</p>

	<p>External Pupil Premium review took place during November as part of the Northants PP Project. External Review showed that in many classes the outcome of Pupil Premium children was the same as Non Pupil Premium children. Higher attaining disadvantaged pupils tended to achieve as well as non-disadvantaged pupils.</p> <p>New Pupil Premium Action Plan was to be written March 20 and another external review was scheduled to take place in June 20. These did not occur due to school closure – Covid 19.</p>
<p>Narrow the gap between PP children's attainment in reading, writing and maths and their peers.</p>	<p>85% (11) of Year 3 Pupil Premium children received interventions. 71% of objectives were achieved in maths, 79% in reading and 85% in writing.</p> <p>78% (11) of Year 4 Pupil Premium children received interventions, 94% of objectives were achieved in maths, 90% in reading and 80% in writing.</p> <p>75% (9) of Pupil Premium children in Year 5 received interventions. 91% of objectives were achieved in maths, 87% in reading and 100% in writing.</p> <p>60% (6) of Pupil Premium children in Year 6 received interventions. 86% of objectives were achieved in maths, 87% in reading and 100% in writing.</p> <p>Attainment gap is diminishing in some subjects (Spring 20) - Year 3 Maths, Year 4 Maths, Year 5 Maths, Year 6 Reading and Writing, however more work is needed to diminish the gap further.</p> <p>Progress from KS1 is also narrowing in some subjects – Year 3 Maths and Reading, Year 5 Reading and Maths and Year 6 Writing and Maths.</p> <p>No data for Summer Term.</p> <p>Writing to be a priority for next year.</p>
<p>Address pastoral concerns using a range of pastoral interventions including drawing and talking, counselling, Elsa and alternative lunchtime provision.</p>	<p>The external Pupil Premium review stated that support for children requiring nurture provision is strong and has a positive impact on children's learning.</p> <p>A significant number of Pupil Premium children received pastoral interventions – 42% in Year 3, 71% in Year 4, 41% in Year 5 and 90% in Year 6. It is difficult to judge the success of pastoral</p>

	<p>interventions as a Baseline education was not carried out however, Edukey and the use of strengths and difficulties questionnaire will be used in the future. This will enable staff to measure the impact of pastoral interventions.</p>
<p>Support the improvement of behaviour using a BSA. BSA and Inclusion Lead to lead behavioural initiatives within the school.</p>	<p>The external review stated that behaviour strategies are well embedded across the school and children are supported to ensure they are emotionally able to access their learning.</p> <p>35 Pupil Premium children were supported by the BSA. During the Autumn Term, there were 172 red behaviour incidents. During the Spring Term, there were 89 incidents. This was a decrease of 83 incidents. 50% of the red behaviours, in the Autumn Term, were carried out by Pupil Premium children. In the Spring Term this was 37%, which is a decrease of 13%.</p>
<p>Attendance of PP rates to improve and to be at least in line with non PP children.</p>	<p>Attendance for disadvantaged children for the part of year in school was 93% compared with 95% for non PP children.</p>
<p>Closer home/school links, parental engagement and improved support for families.</p>	<p>The external review stated that the school are developing good relationships with some parents and are keen to work with those who are hard to reach.</p> <p>The FSW supported 45 Pupil Premium children and their families. She attended CIN meetings, put into place parenting contracts for attendance, liaised with the Education, Inclusion Partnership Team and put into place Early help and EHA's to support families. There were 6 EHA's during the two terms and all were PP children. She also contacted parents during the school day and conducted home visits when necessary.</p> <p>During the Summer term, the FSW contacted every parent and offered support to children every week. Parents also contacted the FSW when needing support during Lockdown.</p>
<p><b>Total Spend</b></p>	<p><b>£44,231.13</b></p>
<p>Increase support for vulnerable learners in and out of the classroom.</p>	<p>A variety of clubs were introduced during lunchtimes including, ICT Club, Sports Leaders and Commando Joe. 24% of Pupil Premium children took part in the</p>

	<p>clubs.</p> <p>Alternative lunchtime provision, including lunch with the FSW, was also provided for identified children. 28% of Pupil Premium children received alternative lunchtime provision.</p> <p>Last year 94% of Pupil Premium vulnerable learners were supported by FSW and /or BSA.in and out of the classroom.</p> <p>37% of red behaviours last year were carried out by Pupil Premium children. This is a 21% decrease compared to the previous year.</p>
Ensure pupils have access to school visits and residential trips	<p>During the year there were various trips including a planned residential for Year 5 and 6.</p> <p>37% of PP children who attended a trip were subsidised.</p> <p>Due to school closure (Covid 19), some of the trips and the residential did not occur.</p>
Provide Curriculum Enrichment opportunities.	<p>Various opportunities were provided including visitors from Rockingham Trust who worked with children on 'Through the Ages – Stone Age to Iron Age'. Children also provided a Stone Age Restaurant for parents to visit and sample their cooked food. A pantomime was provided for the whole school. Many other opportunities planned for the Summer Term were unable to take place due to school closure as a result of Covid 19</p>
Provide additional unknown support that may be required for vulnerable learners and their families.	<p>Children were identified by various staff members.</p> <p>Referrals were sent by SENCO to outside agencies including for higher needs funding, speech and language, RSA's and Service 6. 13 referrals were made. 68% of children seen by the counsellor were Pupil Premium.</p>
Ensure pupils have access to breakfast	<p>Seven targeted children were offered free breakfast club provision. Free bagels were available to every child to ensure that all pupils had access to breakfast.</p>
Ensure pupils have access to clubs and music lessons.	<p>A number of clubs this year were either free or had a small nominal fee including knitting, craft club, dance and football.</p> <p>76% of Pupil Premium children attended one or more clubs/tournaments. 48% of</p>

	<p>children who took part in clubs were Pupil Premium.</p> <p>Five Pupil Premium children were able to access music lessons with the peripatetic teacher. An increase of 3 compared to last year.</p>
<b>Total Spend</b>	<b>£9,465.15</b>
<b>Carry forward</b>	<b>£27,123.72</b>