

Pupil premium strategy statement

School overview

Metric	Data
School name	Alexandra Park Junior School
Pupils in school	357
Proportion of disadvantaged pupils	83/357 23%
Pupil premium allocation this academic year	£132,000.00
Academic year or years covered by statement	2019/20
Publish date	26th November 2019
Review date	26th November 2020
Statement authorised by	Jenny Seabright
Pupil premium lead	Jenny Seabright
Governor lead	Peter Widall

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Waiting for Publication
Writing	Waiting for Publication
Maths	Waiting for Publication

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Reading - 44% Writing - 56% Mathematics - 63%
Achieving high standard at KS2	Reading - 6% Writing - 7% Mathematics - 12%
Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) receive training and support to deliver high quality reading lessons and interventions - with a focus on inference.
Priority 2	Ensure all relevant staff embed a consistent approach to the high quality teaching of writing.

Priority 3	Ensure all relevant staff embed a consistent approach to a mastery and the use of CPA (Concrete, abstract and pictorial) in Mathematics.
Barriers to learning these priorities address	<p>Children with EAL and or are INA learn through English as well as learning English. They have an entitlement to access the full curriculum. Most/some children with EAL and or are INA will need additional language support.</p> <p>Low baseline on entry.</p> <p>Limited vocabulary, speech and language skills when first starting school.</p> <p>Limited access to reading at home.</p>
Projected spending	£67,320.00

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Progress of disadvantaged pupils will accelerate across Key Stage 2 so that a higher % of children will reach the expected standard and beyond	July 2020
Progress in Writing	Progress of disadvantaged pupils will accelerate across Key Stage 2 so that a higher % of children will reach the expected standard and beyond	July 2020
Progress in Mathematics	Progress of disadvantaged pupils will accelerate across Key Stage 2 so that a higher % of children will reach the expected standard and beyond	July 2020
Progress for Pupil Premium and SEND	Progress of disadvantaged pupils will accelerate across Key Stage 2 so that a higher % of children will reach the expected standard and beyond	July 2020
Other	Ensure that all disadvantaged pupils is developed and mapped through a core offer for enrichment, trips and experiences that develops their understanding of the world.	July 2020

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) receive training and support to deliver high quality teaching in reading lessons. Ensure all relevant resources that have been purchased support the revised policy and practice. Ensuring all staff are using high quality and age appropriate texts. Monitoring the delivery of changes to the teaching of reading ensures consistency across Key Stage 2 and termly assessment points (both Teacher Assessment and Tests) demonstrate progress.
Priority 2	Embed the use of 'Inference Training' across all year groups. Setting up 'Inference Training' interventions for disadvantaged children who maybe falling behind age related expectations. The monitoring of these children will be carried out in half termly pupil progress meetings.

Priority 3	Embed English teaching using the mainstream curriculum as the context. To developing specific teaching strategies and resources which aim to make the language of the curriculum accessible through, for example, increased use of visuals, scaffolding and modelling, while keeping the cognitive challenge and interest level high.
Barriers to learning these priorities address	Phonological and Vocabulary awareness. Content and background knowledge. Activation of relevant concepts and prior knowledge. Synthesising information in the text and monitoring own response to the text. Metacognitive Knowledge.
Projected spending	£33,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Increasing the provision and numbers of children targeted for a wide range of extra-curricular activities. Including embedding the extra provision of Magic Breakfast in class, reaching those hard to reach children.
Priority 2	Ensure the pastoral team implement the 'Apple and Zippy' programme to our children including those who are disadvantaged to support their emotional well-being.
Priority 3	Increase parental engagement and skills development by increasing further the number of parents involved in Life-long learning sessions and workshops to support their children's learning.
Barriers to learning these priorities address	Supporting families in order that attainment and progress is raised further for our disadvantaged pupils.
Projected spending	£31,680

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development and reflection.	Clear INSET plan throughout the academic year. Clear list of training and staff development and impact demonstrated as a result of this.

Targeted support	Ensure teachers and Teaching Assistants are clear on which interventions they are teaching, when and where and for how long. Less is more.	All staff are trained in the appropriate intervention and observe good practice in school. Middle leaders evaluate the impact of interventions on a termly basis and report to the Senior Leadership team, Headteacher and Governors.
Wider strategies	Engaging families facing most challenges and are in need of support.	Establish links with other agencies e.g. Early Help, School Nurse, IDVA, MIND etc. to ensure families are getting the right support when needed.

Review: last year's aims and outcomes

Aim	Outcome
To accelerate Progress in Reading and Writing.	There are no gaps between PP and Non-PP for progress. However, attainment does need to rise. The need for high quality teaching of reading and writing and continues to be a priority for the school.
To accelerate progress in Mathematics.	There is still a gap between PP and Non-PP in Mathematics. As a result, mastery and the use of CPA (Concrete, abstract and pictorial) will be embedded across the key stage, to ensure we meet this aim.
To accelerate progress for children with PP and SEND.	There is still a gap between PP and SEND and Non SEND. Training and support for class teachers in differentiating through 'Personalised provision' will address this issue.
To continue to support and target disadvantaged children by providing a wide range of extra-curricular activities and access to a healthy breakfast.	An increase in the number of disadvantaged children access extra-curricular activities and a healthy breakfast.
Other	Improvements in attendance figures are positive for disadvantaged children. To continue to monitor and support families.