

## Alexander Hosea Primary School Pupil Premium Strategy Statement 2023-24

### REVIEW

This statement details our school's use of pupil premium for the 2023 to 2024 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	Alexander Hosea Primary School
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	9%
Academic years that our current pupil premium strategy plan covers	2022/2023 2023/2024 2024/2025
Date this statement was published	September 2023
Date on which it will be reviewed	Summer 2024
Statement authorised by	Deb Williams, Head Teacher
Pupil premium lead	Deb Williams, PP Lead Kim Edgar, SENCo
Governor lead	Katy Hillier

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (including £24,735 PP for 20 chn* - £1385 p/ch; £670 for service chn; £7590 for adopted chn)	£32,995 + £2530
Recovery premium funding allocation this academic year	£725
School Led Tutoring Grant	£877 (final payment)
Pupil premium funding carried forward from previous year	Nil
<b>Total budget for this academic year</b>	<b>£37,127</b>

\*Some FSM children were new to FSM after Oct 22 census (so this is £965 less than 20 children's income)

## Part A: Pupil premium strategy plan 2023-24

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

High-quality teaching is at the heart of our pupil premium strategy, 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. 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 strategy is also integral to wider school plans for education recovery, for pupils whose education has been worst affected by the pandemic, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment. The approaches we have adopted complement each other to help pupils thrive. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their learning
- 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 maintain high expectations of what they can achieve
- recognise that each child is unique in their situation and our response to their needs adapts to this.

### Challenges 2021-2025

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

Challenge	Detail of challenge
1	Assessments of pupils show that some disadvantaged children (particularly those who did not engage consistently with the remote learning during lockdowns) have more learning gaps than their peers.
2	Assessments of pupils suggest some disadvantaged pupils have difficulties learning phonics. This negatively impacts their development as readers.
3	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils and a reduction of social interactions with peers due to Covid restrictions.

## 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
1	Learning gaps are closed between disadvantaged and non-disadvantaged pupils.	Assessments and observations indicate rapid progress. This is evident in engagement in lessons, book scrutiny and ongoing formative assessment (and attainment outcomes).
2	Improved reading attainment among disadvantaged pupils.	Reading outcomes in 2023/24 show that 100% of disadvantaged pupils meet the expected standard or make rapid progress from their starting points.
3	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 qualitative data from pupil voice, parent surveys and teacher observations over time.

## Planned activity in the academic year 2023-24

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

## Teaching and Learning

Budgeted cost: **£22,557**

Activity	Evidence that supports this approach	Challenge addressed
<p><a href="#">Staff training in (DfE validated Systematic Synthetic Phonics programme) 'Unlocking Letters &amp; Sounds'</a> for new staff to secure strong phonics provision for all pupils.</p> <p>Top up scheme of reading books from Unlocking Letters &amp; Sounds.</p> <p>£500 staff training for any new staff (not present at training on 27<sup>th</sup> June 22)</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2

<p>Improve the quality of social and emotional learning through our Jigsaw PSHE curriculum, ongoing pastoral support and ELSA sessions.</p> <p>Social and emotional approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Ongoing supervision for two Emotional Literacy Support Assistants (ELSA) with focus on supporting pupils (including disadvantaged pupils).</p> <p>Transition support for disadvantaged children moving into new classes/key stages/to Year 7 (as prioritised by ELSA and SENCO)</p> <p>£820 ongoing supervision by EP for two ELSA. £2000 – ELSA sessions (2 hours per week, per ELSA worker) £6794 – Teaching Assistants – pastoral support in class</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	3
<p>Provide additional academic support in English and Maths to support high quality teaching and learning for all pupils (including disadvantaged pupils).</p> <p>£6793 – Teaching Assistants – academic support in class and targeted interventions (including pre-learning) + £550 TA overtime</p> <p>£1000 – ELSA Homelearning and extra-curricular Club support (eg ECO)</p> <p>£4100 additional funding for children with EHCP who are in receipt of PP to provide additional academic support</p>	<p>‘There is good emerging evidence that TAs can provide noticeable improvements to pupil attainment’ where TAs work well alongside teachers in providing excellent supplementary learning support. EEF ‘Making Best Use of Teaching Assistants Guidance Report’</p> <p>‘TAs can provide a large positive impact on learner outcomes’ when deployed effectively and actively involved in planning and feedback.</p> <div style="border: 1px solid black; padding: 5px;"> <p><a href="https://maximisingtas.co.uk/assets/content/taguidance-reportmakingbestuseofteachingassistants.pdf">https://maximisingtas.co.uk/assets/content/taguidance-reportmakingbestuseofteachingassistants.pdf</a></p> </div>	1

## Targeted academic support

Budgeted cost: **£9085**

Activity	Evidence that supports this approach	Challenge number addressed
Use Speech and Language Therapy to improve speech articulation and language skills for disadvantaged pupils who have identified difficulties in this area.	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk/Oral-language-interventions-EEF/">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1&2
		3

<p>Behaviour Support Service sessions for children with SEMH (including disadvantaged children).</p> <p>£3028 SALT fortnightly</p> <p>£1460 Behaviour Support Service (Bronze)</p>		
<p>Additional phonics/reading sessions for those who require further reading support (including phonics interventions, Herts4Learning etc).</p> <p>(TA hours above)</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>'Reading comprehension strategies are high impact on average. Alongside phonics it is a crucial component of early reading instruction'. EEF Toolkit Strand</p>	2
<p>Provide school-led tutoring for pupils who are at risk of slower than expected progress.</p> <p>Priority will be given to KS2 pupils who receive Pupil Premium, including those who are high attainers.</p> <p>£877 – School Led Tutoring</p> <p>£725 – Recovery Premium</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3
<p>Education Psychology assessments/visits etc for disadvantaged children with SEN.</p> <p>£465 for EP</p>	<p>'Education Psychology can break down barriers and make a positive difference to outcomes for children.'</p> <p>Education Psychology Service South Glos Council</p>	1
<p>Educational support for looked after children.</p> <p>£2530 allocation (as agreed in multi-agency Personal Education Plan - PEP)</p>	<p>Virtual school heads are responsible for managing the funding given to local authorities for the children in their care. They work with schools to ensure the funding is used to help deliver the outcomes identified in the children's personal education plans.</p> <p>They can pass all the funding on to schools or retain some to fund activities that will benefit a group of, or all, the authority's looked-after children.</p>	

## Wider strategies

Budgeted cost: **£5483**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enrichment activities to broaden cultural capital and improve enjoyment and creativity in children, following a long period (due to covid) where wider opportunities for the arts were limited.</p> <p>Provide all children (KS2) with instrumental tuition by music specialists (from West of England Music Service and RED Music).</p> <p>Provide the opportunity for KS2 children to join school choir and take part in Young Voices concert in Birmingham.</p> <p>£900 – dance and drama (£7.50 per session, WEMA/Red Music peripatetic music lessons (£11 per session).</p> <p>[£700 Class 10-week instrumental tuition for KS2 Paid from School Fund. Additional £233 paid by Friends of AHS]</p> <p>£100 registration for Young Voices.</p> <p>£2000 school trips (including residentials, trips and visitors)</p>	<p>‘Arts participation approaches can have positive impact on academic outcomes in other areas of the curriculum’ EEF Toolkit</p> <p>Researcher have found that there is strong evidence for the link between music and mental wellbeing. <a href="http://www.Mind.org.uk">www.Mind.org.uk</a></p>	1 and 3
<p>Art Therapy for disadvantaged pupils.</p> <p>£1800 - £600 (6-week block) – 3 children x 1 block of 6 lessons</p>	<p>Art therapy is a nonverbal and non-threatening approach allows children to tackle difficult and sometimes traumatic issues they are experiencing. <a href="https://www.familyfutures.co.uk/art-therapy">https://www.familyfutures.co.uk/art-therapy</a></p>	3
<p>Provide uniform, shoes and other resources required by disadvantaged children.</p> <p>£500</p>	<p>‘A uniform shows what a school stands for. Shouldn’t it stand for a fair chance for every child?’ <a href="http://www.childrenssociety.org.uk">www.childrenssociety.org.uk</a> <a href="https://www.childrenssociety.org.uk/what-we-do/our-campaigns/cut-the-cost-school-uniforms">https://www.childrenssociety.org.uk/what-we-do/our-campaigns/cut-the-cost-school-uniforms</a></p>	3
<p>Contingency fund for acute issues (including £2 apprenticeship levy).</p> <p>£185</p>	<p>We have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

NB In addition to the PP allocation, disadvantaged children are actively encouraged to participate in sporting activities, clubs and events. These are funded through sports premium.

**Total budgeted cost: £37,127**

## **Part B: Review of outcomes in the academic year 2023-24 (to be completed in summer 2024)**

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Impact of strategies:

### **Target 1 - Learning gaps are closed between disadvantaged and non-disadvantaged pupils.**

- Skilled teaching assistants 'work well alongside teachers in providing supplementary learning support' (EEF 'Making Best use of TA Guidance Report'). Regular high-quality training opportunities continually develop practice.
- TAs are deployed effectively and are actively involved in planning and feedback.
- Children in all classes have TA support to support quality first teaching in Maths and English. Adults prioritise supporting disadvantaged pupils and recognise that some children are school dependent and need high levels of support and encouragement.
- Targeted interventions in place, particularly linked to Unlocking Letters and Sounds (phonics) and Herts for Learning (Reading).
- Disadvantaged pupils attending home learning club have benefited from the time and space with ELSA support to complete home learning activities that would not otherwise have been completed at home, or the pupil may not have had the support they needed to achieve. There was a good uptake for this club again this year.
- Some disadvantaged pupils attended other clubs (including sports, dance & drama, ECO, Writing etc).
- Some speech and language support in place, although not as much as planned due to shortfall in staffing in the service. School not able to access the previous fortnightly visits. Pupils with significant weakness in this area were prioritised.
- Education Psychologist assessments/visits for SEN children as needed (including disadvantaged pupils).
- Wide range of curriculum enrichment activities (eg trips, visitors etc) delivered to broaden cultural capital of disadvantaged pupils. KS2 pupils offered opportunity to take part in Young Voices choir in Birmingham.
- All pupils in KS2 benefited from 10-week block of musical instrument tuition from music specialist teacher. Very positive response to this by most disadvantaged pupils.
- Out of school swimming lessons funded for 2 disadvantaged pupils. For in school swimming lessons, an additional instructor was provided to support rapid progress to being able to swim. Many of our current disadvantaged group had not had swimming experience/lessons before the in school lessons.
- Variation in outcomes for disadvantaged pupils. Some pupils achieving well and in line/above national expectations; others not yet working at expected standard. Target continuing next academic year.

### **Target 2 - Improved reading attainment among disadvantaged pupils.**

- See above, plus:
- Unlocking Letters and Sounds (phonics SSP) is now embedded. All staff delivering the scheme have had training from ULS or the Infant Leader (experienced practitioner) in school.
- Lesson observations and review of early reading identified strong provision in Infants (Ofsted 2023 and peer enquiry with Cotswold Alliance Hub).
- Topped up reading scheme with additional books where teachers had noted the highest demand was throughout the year.
- Still awaiting the online library to be activated linked to ULS.
- Improvements evident in reading across all groups. Continuing to target and support disadvantaged pupils who are not yet at expected standard in reading.

### **Target 3 - To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.**

- Established ELSA delivering a programme of individual/small group support to pupils identified by DSL, SENCO and teachers. Pupils share that these sessions have a positive impact on their wellbeing.
- Additional ELSA practitioner in post and awaiting training to start. Started some social and emotional support as part of the planned support.
- Additional CPD for staff on trauma and autism. Staff have increased awareness of these areas to reflect on and improve practice to support disadvantaged children.

- Transition support provided by ELSA for disadvantaged pupils moving on to next year group (including moving from Y6 to Y7).
- Tuition provided to pupils in Y5 by experienced teacher.
- Music opportunities and access to clubs and experiences contribute to feeling of belonging and wellbeing of disadvantaged pupils (as well as supporting their academic development)
- Art therapy continued for a small number of disadvantaged pupils over an extended period. This had an impact on their wellbeing – reported by parents and carers. Good impact on wellbeing, but very high cost.
- Uniform and other school resources needed by disadvantaged pupils funded in part or full by the school. This has helped the children to feel better prepared for school, but has been high cost.