

Alexander Hosea Primary School Pupil Premium Strategy Statement 2023-24

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/chn; £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 |
| Total budget for this academic year | £37,127 |

*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><u>Staff training in (DfE validated Systematic Synthetic Phonics programme) 'Unlocking Letters & Sounds' for new staff to secure strong phonics provision for all pupils.</u></p> <p>Top up scheme of reading books from Unlocking Letters & Sounds.</p> <p>£500 staff training for any new staff (not present at training on 27th 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><u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</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> <p>https://maximisingtas.co.uk/assets/content/taguidance-reportmakingbestuseofteachingassistants.pdf</p> | 1 |

Targeted academic support

Budgeted cost: **£9085**

| Activity | Evidence that supports this approach | Challenge number addressed |
|---|---|----------------------------|
| <p>Use Speech and Language Therapy to improve speech articulation and language skills for disadvantaged pupils who have identified difficulties in this area.</p> | <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>Oral language interventions EEF (educationendowmentfoundation.org.uk)</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>Phonics Toolkit Strand Education Endowment Foundation EEF</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</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 residential, 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. www.Mind.org.uk</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. https://www.familyfutures.co.uk/art-therapy</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?’ www.childrenssociety.org.uk https://www.childrenssociety.org.uk/what-we-do/our-campaigns/cut-the-cost-school-uniforms</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.

Target 2 - Improved reading attainment among disadvantaged pupils.

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