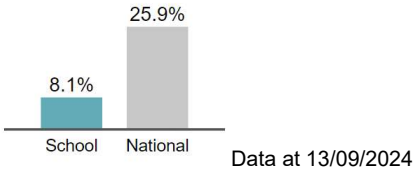


## Alexander Hosea Primary School Pupil Premium Strategy Statement 2024-25

This statement details our school's use of pupil premium for the 2024 to 2025 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	223 (Data at 13/09/24)
Proportion (%) of pupil premium eligible pupils	 <p style="text-align: center;">Data at 13/09/2024</p>
Academic years that our current pupil premium strategy plan covers	2022/2023 2023/2024 <b>2024/2025</b>
Date this statement was published	September 2024
Date on which it will be reviewed	Summer 2025
Statement authorised by	Deb Williams, Head Teacher
Pupil premium lead	Deb Williams, PP Lead Kim Edgar, SENCo
Governor lead	Jenny Narborough

### Funding overview

Detail	Amount
Pupil premium ever 6 funding allocation this academic year <i>£26,640 PP for 18 chn* (£1480 p/ch)</i>	£26,640
Pupil premium for post adopted children <i>£10,280 for 4 adopted chn (£2570 p/ch)</i>	£10,280
Pupil Premium for service children <i>£680 for 2 service chn (£340 p/ch)</i>	£680
Pupil Premium for looked after children <i>Paid directly from local authority and managed with PEP</i>	Separate budget
Pupil premium funding carried forward from previous year	Nil
<b>Total budget for this academic year</b>	<b>£37,600</b>

\*income may vary depending on census data

## Part A: Pupil premium strategy plan 2024-25

### 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.

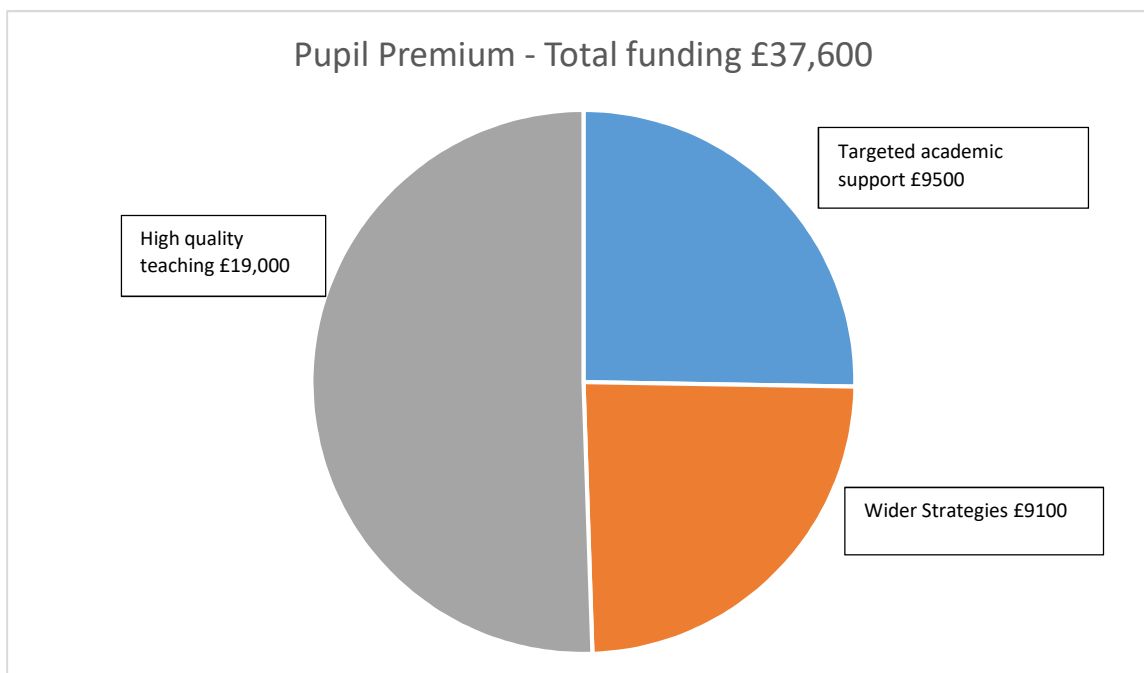
## Intended outcomes

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 2024-25 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 2024-25

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: **£19,000**

Activity	Evidence that supports this approach	Challenge addressed
<p><a href="#">Staff training refresher in (DfE validated Systematic Synthetic Phonics programme)</a> 'Unlocking Letters &amp; Sounds' to support staff in Infants and KS2 to deliver effective interventions in phonics for disadvantaged Pupils to help them to keep up and catch up (eg where phonics screener not passed in Y1).</p> <p>Launch online library for pupils to be able to access high quality texts linked to ULS at home.</p> <p><a href="#">£1000 Online library</a></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>Maths and English subject leaders use outcomes in INSIGHT assessment system, question level analysis and monitoring activities to identify strengths and next steps in provision. They use this information to coach and mentor colleagues to continually develop and refine practice. This leads into teachers planning for whole class, small groups and individuals.</p> <p><a href="#">£1200 - 6 x pms per year (plus additional time in staff meetings, SLT etc)</a></p>	<p>EEF - Tuition</p> <p>Teaching and learning and 'small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support'.</p>	1& 2

<p>Provide additional academic support in English and Maths to support high quality teaching and learning for all pupils (including disadvantaged pupils).</p> <p>£6800 – 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>£4900 – Teaching Assistants – pastoral support, reassurance, feedback and encouragement in class for all children</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><a href="https://maximisingtas.co.uk/assets/content/taguidancereportmakingbestuseofteachingassistants.pdf">https://maximisingtas.co.uk/assets/content/taguidancereportmakingbestuseofteachingassistants.pdf</a></p> <p>EEF Homework:</p> <ol style="list-style-type: none"> <li>1. Homework has a positive impact on average (+ 5 months)</li> <li>2. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).</li> <li>3. Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.</li> </ol>	<p>1</p>
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### Targeted academic support

Budgeted cost: **£9500**

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>£3015 SALT fortnightly</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><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1&amp;2</p>
<p>Additional phonics/reading sessions for those who require further reading support (including phonics interventions,</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>	<p>2</p>

<p>Herts4Learning etc).</p> <p>Engage new 'Read with Me' volunteers to support children with reading – prioritise disadvantaged pupils.</p> <p>Monitor impact of the Unlocking Letters and Sounds phonics tracking system to identify gaps and measure impact.</p> <p>(TA hours above)</p>		
<p>Use INSIGHT assessment programme to closely track gaps in reading, writing and maths and use the data to plan for provision to address the gaps and accelerate progress.</p> <p>Teachers to use retrieval practices to check pupil's understanding over time.</p> <p>£1000? INSIGHT annual fee</p>	<p>EEF 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 and small groups</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>One to one tuition and small group tuition are both effective interventions.</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>Allocation from Local Authority (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>	1, 2 & 3

<p>Improve the quality of social and emotional learning through revisiting zones of regulation.</p> <p>Training for SMSAs in supporting pupils with SEMH needs.</p> <p>Monitor the impact of ELSA sessions using ELSA tracker.</p> <p>Training for new ELSA and ongoing supervision for both 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>£720 ELSA training for new ELSA £500 regular supervision by EP for two ELSA.</p> <p>£2000 – ELSA sessions (2 hours per week, per ELSA worker)</p> <p>£1800 – Teaching Assistants – pastoral support in class for children who are looked after, have social workers and EHAPs.</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://www.educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>3</p>
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## Wider strategies

Budgeted cost: **£9100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidise enrichment activities as an integral part of the curriculum/projects (eg school trips and visitors) to deepen understanding of project knowledge; broaden cultural capital; increase wider general knowledge and wider world views in disadvantaged pupils.</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>Christine Gilbert, Ofsted's chief inspector, said: "The positive impact of learning outside the classroom is widely recognised, but unfortunately it is sometimes seen as an extra or a treat, rather than as an integral part of the curriculum."</p> <p><a href="https://research.com/education/the-educational-value-of-field-trips">https://research.com/education/the-educational-value-of-field-trips</a></p>	<p>1 and 3</p>
<p>Subsidise costs of attending clubs (eg sports, dance &amp; drama etc) for disadvantaged pupils, so that they have access to enrichment experiences along with their peers.</p> <p>£900 –clubs funding eg dance and drama</p>	<p>Child Poverty Action Group: 'Extra-curricular activities give pupils the chance to explore sports, music, arts and drama. These opportunities are particularly valuable for children growing up in poverty, who are less likely to be able to access them elsewhere. As well as being a source of fun and a time to socialise, before- and after-school clubs help children concentrate and improve their attainment.'</p> <p><a href="https://cpag.org.uk/news/case-and-after-school-clubs">https://cpag.org.uk/news/case-and-after-school-clubs</a></p>	<p>1 &amp; 3</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>[£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>£600 - Music lessons – individual and small group (£7.50 per session eg WEMA/Red Music peripatetic music lessons (£11 per session).</p>	<p>'Arts participation approaches can have positive impact on academic outcomes in other areas of the curriculum' EEF Toolkit</p> <p>Researchers 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> <p>Child Poverty Action Group: 'Extra-curricular activities give pupils the chance to explore sports, music, arts and drama. These opportunities are particularly valuable for children growing up in poverty, who are less likely to be able to access them elsewhere. As well as being a source of fun and a time to socialise, before- and after-school clubs help children concentrate and improve their attainment.'</p>	<p>1 &amp; 3</p>
<p>Art Therapy for disadvantaged pupils.</p> <p>£1200 – (£600 for 6-week block) – 2 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.</p> <p><a href="https://www.familyfutures.co.uk/art-therapy">https://www.familyfutures.co.uk/art-therapy</a></p>	<p>3</p>



<p>Tailored, personalised academic and pastoral support for children who are post adopted; have a social worker or have an Early Help Action Plan.</p> <p>£2000 – post adopted children allocation (£500 each child x4, for child specific support, as needed)</p> <p>£1200 Children with social workers and EHAPs. Additional funding to be applied for children with EHAPs (up to £500 per child) as needed.</p>	<p><a href="https://www.first4adoption.org.uk/adoption-support/education-support/pupil-premium/">https://www.first4adoption.org.uk/adoption-support/education-support/pupil-premium/</a></p> <p>'It has been shown in various studies that children adopted from care do not perform as well as their classmates at school. Pupil Premium provides funding to help education providers give extra support to all children adopted from care to help them reach their potential.'</p>	
<p>Provide uniform, shoes and other resources required by disadvantaged children.</p> <p>£900</p>	<p>'A uniform shows what a school stands for. Shouldn't it stand for a fair chance for every child?'</p> <p><a href="http://www.childrenssociety.org.uk">www.childrenssociety.org.uk</a></p> <p><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>£200</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: £37,600**

**Part B: Review of outcomes in the academic year 2024-25 (to be completed in summer 2025)**

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

<p>Impact of strategies:</p> <p><b>Target 1 - Learning gaps are closed between disadvantaged and non-disadvantaged pupils.</b></p> <p><b>Target 2 - Improved reading attainment among disadvantaged pupils.</b></p> <p><b>Target 3 - To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</b></p>
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