

Pupil premium strategy statement – Alderman Jacobs School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	627
Proportion (%) of pupil premium eligible pupils	26.5% (166 pupils)
Academic year/years that our current pupil premium strategy plan covers	2023/24
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Elaine Crane (Head Teacher)
Pupil premium lead	Elaine Crane (Head Teacher)
Governor / Trustee lead	Brett Mead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£252,012
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£24,505
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£276,517

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at our school make good progress and achieve high attainment across all subject areas and develop skills and strategies that enable them to be successful in their work and personal lives while at school and beyond.

Much of the activity we engage in to support our pupils in receipt of Pupil Premium also benefits other pupils and this reflects the wider social demographic of our school which has higher deprivation than the Pupil Premium statistics suggest. The needs of our pupils reflect the full range from academic through pastoral, including SEMH, SEND and communication needs. We prioritise working with parents and professionals beyond our organisation to ensure pupil needs are met for all pupils, including non-disadvantaged pupils.

We believe that all pupils can make progress if given the skills to overcome any challenges they face and that paramount to this is an inclusive environment where individual needs are met. High quality teaching is at the heart of educational achievement and it is complemented at Alderman Jacobs School by evidence-based targeted support via interventions and same-day support wherever possible for any learner who needs it. Children cannot be successful academically if they are not supported pastorally and here, their academic success is underpinned by a fully inclusive approach that prioritises self-regulation and strategies that enable positive learning behaviour, with support in place from the start to the end of the school day and beyond this through our dedicated pastoral and SEND teams.

To ensure our approach is effective we will:

- have high ambitions for disadvantaged pupils in all aspects of school life
- be inclusive of needs, forming individual plans to enable all children to succeed
- monitor provision to ensure it is impactful and be responsive to our findings so that the best provision becomes embedded

Challenges

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

Challenge number	Detail of challenge
1	Many children on entry to the school and many in year 1 have below average communication skills. Time is allocated for trained TAs to deliver speech and language interventions as well as giving pupils who are under the Cambs. S&L team, daily practice in school.
2	Children entering the school have increasingly poor vocabulary acquisition, particularly for tier 2 and 3 vocabulary which allows them to access academic texts and subject specific talk. Resources are allocated to support vocabulary development which includes staff training and Lexonik.

3	Attainment of disadvantaged pupils is below that of their peers, particularly in reading across the school. Additionally, in Year 3, disadvantaged pupils have attainment below their peers in all core subjects: this year group has been impacted the most by Covid 19 measures.
4	A growing number of pupils are entering and moving through the school with SEMH needs. Time is allocated to give these pupils support to be successful and training is provided to teachers and TAs to support them.
5	A growing number of pupils, across school, have complex SEND needs that cannot be met in a mainstream classroom setting. The school provides HLTA and TA support in a dedicated area to enable an adapted curriculum to be provided and success built. This enables pupils to spend successful time in class with their peers as well as receive the tailored support they need to meet APDR targets.
6	Attendance of disadvantaged children in school is 2% below the national average for this group. Pastoral officers and AHTs are fully utilised engaging with parents around attendance and a variety of other pastoral issues.

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
Speech, language and communication skills are developed in EYFS and KS1	<p>Sustain the school's approach by:</p> <ul style="list-style-type: none"> • Teachers are trained in early identification of S&L needs • Speech and Language therapists to provide continue to train TAs so they deliver high quality S&L sessions • WellComm trained TAs in preschool and EYFS support groups of learners in this intervention • Pupils experience a varied offer in terms of personal development activities and real life experiences that encourage communication • All EYFS pupils are screened for S&L needs • Establish and embed WellComm for S&L • Continue Attention Autism style approaches
Vocabulary is developed for disadvantaged pupils across school and they explain and discuss their learning confidently	<ul style="list-style-type: none"> • Word Aware strategies are used across school to build vocabulary acquisition • The oracy approach complements the acquisition of vocabulary • Proven interventions such as reading fluency and Lexonik that support vocabulary acquisition are maintained • Opportunities are provided for all pupils to verbalise their thoughts across the curriculum and enable them to learn the vocabulary to do this e.g. by using sentence stems, by teaching tier 2 and 3 vocabulary related to their learning • Reading cafes support parents to support reading and vocabulary acquisition

<p>Quality First Teaching is maintained and further developed across the school; this supports accelerated progress for disadvantaged pupils so they close the attainment gap to their peers</p>	<ul style="list-style-type: none"> ● Mentoring and coaching are provided through current systems and the Professional Learning Communities Project ● Peer group learning and academic support is enabled to develop teaching pedagogy ● Core team meetings are established and embedded throughout the year to focus on adapted learning for disadvantaged pupils who need to make accelerated progress in core subjects ● The school's extensive CPD programme and support for NPQs is maintained ● Children in Y6 have additional teacher ● Maintain membership to PiXL to enable forensic data analysis and resources for intervention
<p>Disadvantaged Pupils with SEMH needs develop the vital skills needed to be successful learners</p>	<p>Sustain the school's therapeutic approach by:</p> <ul style="list-style-type: none"> ● There is ongoing CPD for the STEPs approach to underpin our behaviour strategy ● Training and staffing for Nurture SEMH provision are maintained, with an adapted curriculum ● 1:1 support is provided for those pupils who need it to be successful ● Staff are allocated to the nurture SEMH room ● Termly specialist teacher advice is provided for teachers ● SENCO/specialist teacher time is allocated to supporting provision ● Continued pastoral team support for pupils with SEMH needs ● ELSA intervention is supported each year ● AHTs work with specialist team, SENCO, families and to ensure pupils are successful
<p>Pupils with complex SEND needs have tailored provision to enable them to make progress towards APDR targets and spend time in dedicated learning both in class and in a dedicated environment</p>	<ul style="list-style-type: none"> ● The nurture SEND room is maintained in terms of resources and environment ● Planning and assessment are well developed ● Staff are trained to implement planning and conduct assessments ● Staff are allocated to the nurture SEND room ● The Nurture SEND leader achieves HLTA qualification ● SENCO/specialist teacher time is allocated to supporting provision
<p>Attendance for disadvantaged pupils is in line with peers; persistent absence reduces for this group</p>	<ul style="list-style-type: none"> ● The school's attendance policy is embedded and there is dedicated pastoral officer time to work with families around attendance, particularly persistent absence ● Families whose pupils have low attendance are supported pastorally with the barriers they face

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £103,162

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional teaching hours for year 6, giving a FTE over-teach to provide small group tuition in core subjects	<ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit: <ul style="list-style-type: none"> ○ within-class grouping +2months; ○ reducing class size +3months; ○ small group tuition +4 months ○ feedback +6 months 	3
Anglia Ruskin University Professional Learn Communities Project - provide peer-coaching and academic support for all teachers	EEF guide to Pupil Premium: 'Mentoring and coaching can be an important source of support, particularly for early career teachers. Schools should carefully consider the core components that make these strategies effective when developing their approach.'	3
Provide release to attend NPQ face-to-face days	EEF guide to Pupil Premium: Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.	3

Fund HLTA qualifications for TAs so they can lead and support learning	EEF guide to Pupil Premium: Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should supplement (rather than replace) high quality provision from the class teacher.	3, 4, 5, 6
Fund additional CPD for ECTs to increase knowledge and confidence	EEF guide to Pupil Premium: 'Mentoring and coaching can be an important source of support, particularly for early career teachers. Schools should carefully consider the core components that make these strategies effective when developing their approach.'	3
Additional day release for SENCO	EEF guide to Special Educational Needs in Mainstream Schools: <ul style="list-style-type: none"> Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach. Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals. 	3, 5

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £88,511

Activity	Evidence that supports this approach	Challenge number(s) addressed
A Learning mentor supports pupils who struggle to access learning in class.	<ul style="list-style-type: none"> EEF T&L toolkit - mentoring +2 months metacognition and self-regulation + 7 months 	3, 4, 5, 6
Lexonik subscription	EEF Guide to Special Educational Needs in Mainstream Schools: Interventions should be carefully targeted through identification and assessment of need.	1, 2, 5
TA support for phonics catch-up (Y1 and Y2)	<ul style="list-style-type: none"> EEF T&L toolkit - oral language interventions +6 months 	2, 3
One day per week over-teach in Y6	<ul style="list-style-type: none"> EEF Teaching and Learning Toolkit: <ul style="list-style-type: none"> small group tuition +4 months feedback +6 months 	2, 3
S&L hours for EYFS, Y1, Y2 and Y3	<ul style="list-style-type: none"> EEF guide to Pupil Premium: Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs, while not inhibiting their access to the wider curriculum. 	1, 2

	<ul style="list-style-type: none"> • EEF T&L toolkit - oral language interventions +6 months 	
Staffing Lunchtime zone	<p>Sources of evidence:</p> <ul style="list-style-type: none"> • EEF T&L toolkit - mentoring +2 months • EEF T&L toolkit - metacognition and self-regulation + 7 months 	4, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £86,639

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 TA support for pupils at risk of exclusion	<p>Children sometimes need different provision to enable them to be successful and help them manage their behaviour to access learning. These pupils do not always qualify for funding for their needs and this is met by the school.</p> <ul style="list-style-type: none"> • Cambridge Assessment: Great Teaching Toolkit Evidence Review. Dimension 2: Creating a supportive environment 	4
A and pastoral officer support to enable pupils with SEMH to be successful in school - 3 adults for half an hour each morning - one inside in the Zone and 2 on the playground for meet and greet	<ul style="list-style-type: none"> • GOV.UK, Pupil Premium: effective use and accountability, October 2019 • EEF Guide to Pupil Premium Guide – There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance. 	4, 6
TA support to run sensory circuits each morning	<ul style="list-style-type: none"> • EEF EYFS toolkit - physical development approaches +3 months 	4, 5, 6
Behavioural Support HLTA	<ul style="list-style-type: none"> • EEF T&L toolkit - mentoring +2 months • EEF T&L toolkit - metacognition and self-regulation + 7 months • EEF T&L toolkit - behaviour interventions +4 months 	4, 6
Mental Health trained pastoral officer	<ul style="list-style-type: none"> • EEF T&L toolkit - social and emotional learning +4 months 	4, 6
Attendance, mentoring, family and wellbeing support from safeguarding lead/pastoral officer for families of PP children	<p>Families need support for welfare and safeguarding concerns and to be able to attend school. Pupils are then supported to be successful at home and in school.</p> <ul style="list-style-type: none"> • EEF guide to pupil premium: Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. 	4, 6

Café for all	<ul style="list-style-type: none"> • cafesforall.org.uk • EEF T&L toolkit - parental engagement +4 months • EEF Guide to Pupil Premium: Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading or tailoring positive communications about learning, can prove actionable for schools. 	1, 2, 5
Support for school visits	<ul style="list-style-type: none"> • NEU guidance on educational visits • EEF toolkit: outdoor adventure learning +4months 	3, 4, 5
Support to enable children to attend extracurricular enhancement activities inside and outside of school	EEF Guide to Pupil Premium: Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes.	3, 4, 5

Total budgeted cost: £278,312

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last year marked the end of our previous 3-year strategy. The pupil premium strategy impacted all learners last year. Over the three years, the focus on wider strategies and proven intervention, including tutoring have impacted positively. Personal development in school is excellent. Quality first teaching in school is well established and curriculum development over the period in all subjects has enabled interleaving, revisiting and building schema to help children learn more. This has not always resulted in increased attainment, particularly at the expected standard, reflecting the SEND and SEMH needs in school which have grown since Covid. Attendance has recovered well with significant resource dedicated to this.

Data EYFS: Disadvantaged pupils in EYFS continue to enter school with greater needs in terms of speech and language, vocabulary and fine motor skills. Quality First Teaching and proven interventions have impacted on this but still remain a priority as disadvantaged pupils have only slightly closed the gap to their peers when leaving EYFS - the new framework and its demands in reading are an ongoing area of focus.

Data phonics: Phonics interventions in Y1 have proved impactful and have enabled disadvantage to attain in line with their peers; additional phonics intervention in Y2 has enabled catch-up for those disadvantaged pupils who did not pass the phonics screen check in Y1, especially those whose phonics catch-up was more in need due to Covid school closures.

Data KS1: Pupils in KS1, including those now in Y3 have been most impacted by Covid school closures as well as the barriers brought about by disadvantage. Attainment data in reading and maths has been most impacted and 2023 data shows a fall on that of 22 for all pupils including disadvantaged.

Data KS2: The strategy of having over-teachers and HLTA support in year 5 and 6 enabled in-class and small group interventions to address gaps in learning or act as pre-teach so pupils could engage fully in quality first teaching had good impact on year 6 attainment for disadvantaged pupils, particularly in writing and for those disadvantaged pupils attaining GDS in all subjects. The gaps in learning from Covid closures have not completely been closed at Age Related Expectation and remains an ongoing focus.

Quality First Teaching: Recovery funding provided CPD for teachers in teaching number fluency and problem solving in maths and this gave increased attainment in these areas (evidenced by progress between summative assessments in all year groups). The curriculum has been developed to include discrete teaching of Tier 2 and

Tier 3 vocabulary in all subjects and this is enabling pupils to discuss and explain their learning.

Targeted interventions: Funding over-teach hours from qualified teachers who are part of the school team also enabled catch-up and addressing educational gaps brought about by school closures repeated to Covid-19. Resources and training for Speech and Language and Lexonik interventions enabled targeted support for pupils across school. Speech and language interventions have proved very successful with our youngest disadvantaged pupils and this catchup up early on in the school journey is vital for later success.

Wider strategies: Funding sensory circuits, a learning mentor and pastoral officers, one of whom has mental health training enabled pupils to be ready for the school day, develop strategies for break and lunch times and have additional support in lesson times that meant they were successful throughout the school day and ready to learn in class. Funding was given to providing 1:1 time during the school day for pupils who need extra support to engage with the curriculum or in whole class teaching. The provision of forest school for some pupils enabled them to build confidence and learning in an active environment. Attendance support from the dedicated pastoral team and attendance officer has shown a decrease in persistent absence and absence generally although the gap of disadvantaged to peers remains.

Externally provided programmes

Programme	Provider
Lexonik and Lexonik Leap	Lexonik
NELI	Elklan

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

How our service pupil premium allocation was spent last academic year

Service Pupil Premium was spent on additional pastoral support, including for some pupils to take part in the ELSA (Emotional Literacy) programme, have support from the schools behaviour mentor and additional TA/class teacher mentoring when parents were deployed.

The impact of that spending on service pupil premium eligible pupils

Children are ready to learn and can manage and communicate their emotions effectively.

