Pupil premium strategy statement – Aston on Trent Primary School.

This statement details our school's use of pupil premium and recovery premium for the 2024 to 2025 academic year. This funding will help to 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	194
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-2023 to 2025-2026
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sam Moore Headteacher
Pupil premium lead	Sam Moore
Governor / Trustee lead	Chris Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,053
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£33,053

Part A: Pupil premium strategy plan

Statement of intent

At Aston on Trent Primary School, 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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, 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 approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set.
- 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 raise expectations of what they can achieve.
- We will put measures in place to support the social and emotional needs of the pupils to address those barriers to learning.
- We will put measures in place to ensure no child is at a disadvantage in experiencing enrichment opportunities throughout school, including opportunities to build cultural capital.
- We will put measures in place to ensure disadvantage children achieve at least a good level of attendance at school.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and overall attainment and progress in English.
2	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.
3	Internal assessments indicate that attainment and progress in writing is below that of non-PP pupils. The impact of COVID has seen the gap, in writing, widen between PP children and non- PP children.
4	Observations and pupil and parent voice have shown that 70% of our PP children have varying levels of social and emotional needs and poor confidence. This manifests in a lack of resilience when finding tasks difficult and a higher level of anxiety which sometimes leads to challenging behaviour or lack of learning focus.
5	Parental engagement and confidence to engage is lower with disadvantaged families than their non-disadvantaged peers.
6	Disadvantaged pupils' families are not always able to contribute towards school visits/workshops.
7.	Maintaining high levels of attendance for vulnerable families. As a result of rigorous attendance systems and monitoring, we have found that the attendance levels of PP children is below that of non-pp children. In 2023/24, PP children's average attendance was 5% below that of non-PP.

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
Improved phonics and reading attainment among disadvantaged pupils.	Percentage of pupils achieving the phonics screen check is close to or in line with non-pupil premium children. Children are progressing well through the book bands. KS2 reading outcomes in 2025/26 show that the percentage of disadvantaged pupils is close to or in line with non-pupil premium children.
To close the gap between PP and non-PP children so more of our PP children achieve the expected standard in maths by the end of KS2.	The percentage of PP children achieving Age Related Expectations and above in maths will be close to or in line with non-PP children. Discussions with pupils will show that our PP children are understanding, knowing and remembering more which is line with what has been taught and in line with their non-PP peers.
Improved attainment in writing for disadvantaged pupils by the end of KS2.	KS2 Writing outcomes in 2025/26 show that the percentage of disadvantaged pupils achieving the National Standard is in line with their non-PP peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing from 2025/26 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • participation in enrichment activities, particularly among the disadvantaged.
School improves engagement and relationships with disadvantaged families.	Teachers make it their priority to build strong working relationships with disadvantaged families. School leadership and office staff monitor engagement and participation of disadvantaged families in school events and meetings. Leaders will ensure additional notification, financial support and reminders will be provided in addition to a catch-up offer.
Disadvantaged children attend school events and access all school trips.	No child will be at a disadvantage due to financial hardship. The school will remove all barriers to accessing

	enrichment opportunities and building cultural capital.
Attendance rates of disadvantaged children are above the national average. Individual rates of attendance are good for all pupils.	Individual pupil attendance rates are consistently high or show improvement, both throughout 24/25 and when compared to previous years attendance rates. The gap between PP and Non-PP attendance rates is closing to within 2%.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,955

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing of decodable phonics books from our DfE approved SSP programme. Training for staff to ensure that phonics is taught effectively and that fidelity to the programme is achieved. We will fund staff release time to work with the English Hub to raise the standard of phonics teaching and interventions across school.	Children practice and rehearse the taught sounds in their books provides them with a greater chance to master and embed their grasp of sounds. 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: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted, analysed and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1,2,3

Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release, to work with the Maths Hub, to embed key elements of guidance in school Embedding White Rose as a core Teaching Resource for Maths across the school through a Mastery approach. Consistency in daily maths fluency teaching and the 5 big ideas.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2
Staff training on implementing and sustaining our school's writing approach using 'The Write Stuff'.	EEF – Ensuring quality teaching in front of the class is a key ingredient. The use of high-quality teaching and learning is at the heart of the school's successful approach to engage and support children to become motivated independent writers.	3
To improve the quality of learning through supporting pupil's social and emotional well-being. We will fund the training of a school ELSA in addition to paid hours to carry out ELSA sessions in school.	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). EEF- Social and emotional learning	4
Quality First Teaching- teachers know the needs of all pupils, especially PP children and prioritise their support within the classroom.	Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils- EEF.	1,2,3,4

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

Budgeted cost: £16,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by the Class TA and teacher.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1
Provide high level interventions in writing by highly skilled Tas.	1:1 or small group interventions with a skilled teaching assistant has a positive effect on closing gaps in knowledge and skills and boosts confidence in pupils. *"There is also evidence that working with teaching assistants can lead to improvements in pupils' attitudes"* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions EEF- One to one interventions	3
Additional interventions to support oral language development for disadvantaged pupils.	Oral language interventions have a positive impact on pupils' language skills. Approaches that focus on speaking and listening and a combination of the two show a positive impact on attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 3, 4
All disadvantaged pupils will have access to learning materials to support home learning.	The school will purchase a range of on-line learning materials to support pupils with their learning at home and at school. Bug Club (on-line reading scheme), Spelling Shed, Maths Shed, Phonics Play, Lexia and TT Rockstars. This will ensure all pupils can access home learning. The EEF Toolkit states that homework has a high impact on learning.	1, 3, 4, 5,6

	"Studies involving digital technology typically have a greater impact (+6 months)". *https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework* Revision guides will also be purchased for disadvantaged pupils in Y6 to aid revision and to support pupils to perform better in the KS2 SATs. *"Homework has an impact by enabling pupils to undertake independent learning to practice and consolidate skills, conduct in-depth inquiry, prepare for lessons or revise for exams."* The EEF toolkit suggests that quality homework which is well set and monitored could add up to 3 months addition learning.	
To provide high-quality, research based CPD to support teachers and support staff to effectively manage interventions for PP pupils.	To improve pupil outcomes, careful attention should be paid to how PD is designed. In particular, those who design and select PD should focus on mechanisms.	1,2,3

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

Budgeted cost: £10,768

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified pupils will receive regular positive play and Lego therapy sessions with trained leaders.	*(Social and Emotional Learning) "SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment."* *https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning*	3,4,7
All disadvantaged pupils will have access to enrichment activities to help develop their curriculum knowledge and will have opportunities to build	Identified disadvantaged pupils will receive support to attend all curriculum enrichment activities regardless of their cost. For example, music, sport and curriculum visits. This will improve their social and emotional wellbeing and can	5,6,7

their cultural capital as they move through school.	support confidence and progress in other in other areas of the curriculum. The EEF Toolkit states: *"Improved outcomes have been identified in English, mathematics and science."* *https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation*	
Vulnerable pupils will have access to the Educational Psychology Service, where they will have their specific needs identified and supported.	Identified pupils will receive specialist support through the Educational Psychology Service. A programme of support will then be put in place to support wellbeing and emotional needs.	3,7
All disadvantaged children will have access to Forest Schools provision.	Disadvantaged pupils will have full access to Forest Schools provision and will work through a carefully tailored outdoor curriculum to support barriers to learning within the classroom. All children will be provided with adequate clothing, footwear and materials to access the lessons confidently alongside their peers.	4,5,7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set aside a small amount of funding to respond quickly to needs that have not yet been identified.	All
Access to ELSA for disadvantaged children to support both attendance and SEMH challenges.	+4 months progress EEF. SEMH support-moderate impact for low cost. Dealing with primary issues in school removes barriers to attendance.	4,7
Additional hours for pastoral staff to work with families and children to remove barriers to attendance.	A whole school approach to improving attendance. Using the guidance from 'Working together to improve attendance' DFE 2024.	7.

Total budgeted cost: £30,285

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

• Additional learning resources were purchased to support the extra interventions taking place and to supplement class teaching resources. This successfully supported pupils in need.

• On-line learning apps. Subscriptions were made to these apps enabling all pupils to access extra learning from home to enhance their learning in school.

• Oral language interventions were delivered to identified pupils. This has had a positive impact on well-being, communication, behaviour and in phonics.

• Quality interventions were delivered to EYFS pupils to support their self-regulation skills and resilience. This then enabled reading, writing and maths interventions to take place with successful results.

• Revision guides were purchased to support disadvantaged pupils in Y6 to revise and catch up.

• TAs were released to receive training and to deliver the Lego Therapy programme. New resources were also purchased to support this intervention. The pupils developed communication, team-work and problem-solving skills in a calm, supportive environment.

• Education Psychology Service. Identified children received support where appropriate. Appropriate strategies were put in place to support behaviour and emotional wellbeing, enabling those pupils to become more involved with the learning and to succeed.

•Trained Forest school teacher and TA to support the delivery of Forest Schools to disadvantaged children. This saw a significant increase SEMH levels of the children and saw improved learning behaviours from disadvantaged children within the classroom.

• Two qualified teachers delivered catch up interventions in maths and writing for identified pupils.

Aston on Trent KS2 results for disadvantaged children:

	PP	Non-PP
Reading	75% (3/4)	89% (24/27)
Writing	75% (3/4)	89% (24/27)
Maths	75% (3/4)	81% (22/27)
SPaG	75% (3/4)	85% (23/27)

Further information (optional)

From reading research about effective strategies to support pupil progress from the EEF Toolkit, we will embed more effective practice around giving effective feedback. EEF evidence suggests this has substantial benefits for pupils, particularly disadvantaged pupils. In planning our new pupil premium strategy, we gathered evidence and information from a variety of sources including data, engagement in class, book looks, conversations with pupils and teachers, teacher survey forms and pupil wellbeing surveys. We also used the EEF's website to research effective strategies to support our disadvantaged pupils. We also considered what has worked well in the past and evaluated why this was the case and also which strategies were less effective, also evaluating why this was so. We researched the EEF's implementation Guidance to help us develop our strategy and made reference to "Putting Evidence to Work: A School's Guide to Implementation". We will evaluate our approach during the time period and adjust our plan over time, should it be required. We have welcomed intensive support, in house training and in the moment teaching from both Maths and English hubs to improve further the high quality teaching offer in school.