

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Aston on Trent Primary School
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	7.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2024-2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lindsey Kalirai Headteacher
Pupil premium lead	Lindsey Kalirai
Governor / Trustee lead	Chris Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,900
Recovery premium funding allocation this academic year	£6,433
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£172.00
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	£36,505

Part A: Pupil premium strategy plan

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. 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the continuation of the Catch-up plan for pupils whose education has been worst affected, including non-disadvantaged pupils.

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're 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

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 well-being 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.
3	Internal assessments indicate that attainment and progress in writing is below that of non-PP pupils. The partial school closures during the pandemic have impacted upon this and resulted in significant gaps in knowledge for our PP pupils therefore, falling further behind age related expectations.
4	Social and emotional well being is a factor for some of our children which has increased, particularly following the pandemic and partial lockdown of schools over the last two years.
5	Disadvantaged pupils' families are not always able to contribute towards school visits/workshops.

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 2024/25 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 in line with what has been taught and on par with their non-PP peers.
Improved attainment in writing for disadvantaged pupils by the end of KS2	KS2 Writing outcomes in 2024/25 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 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • participation in enrichment activities, particularly among disadvantaged pupils

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: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted 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
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time 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.	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

Purchase and implement Jane Consodine's 'The Write Stuff'. All staff to receive high quality CPD in the delivery of writing. Teachers are able to provide excellent teaching and learning opportunities in writing.	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
Improve the quality of social and emotional learning.	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.pdf(educationendowmentfoundation.org.uk)	4,5

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

Budgeted cost: £ 29,065

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.	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
Highly skilled Teaching Assistants and Teachers to provide interventions through a blend of tuition, mentoring and	Tuition and support 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:	2,3

support for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Purchase of ipads for pupils to have immediate access high quality resources to embed learning and consolidate skills.	EEF – Small group and targeted support has an average impact of four months progress over the year. Pupils are motivated and will engage with increasing independence in using technology which would support and enhance their progress further.	1,2,3

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

Budgeted cost: £ 2440

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to services including Educational Psychologist, Counselling and Behaviour Support Services	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
Lego Therapy and Forest Schools sessions	EEF – Addressing the most significant non-academic barriers to success- attendance, behaviour and social and emotional.	4,5
School contingency for residential and activities.	Residential visits, outdoor learning, activities and workshops might provide opportunities for disadvantaged pupils to participate in activities that they might otherwise not be able to access. Through participation in these challenging, physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	4,5

Total budgeted cost: £ 36,505

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

During the partial lockdown, all children had access to regular school provision. Ipads and laptops were provided for children without technology. Regular communication was in place for children with low engagement and particularly vulnerable families were offered a place in school.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Overall attendance in 2020/21 was 97.71%, which is higher than the national average. At times when all pupils were expected to attend school, attendance among disadvantaged pupils was 95%, and persistent absence was 0.5%.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for pupils, and targeted interventions where required.