



Aston Lodge  
Primary School  
Show Pride • Reach for the Stars

# PUPIL PREMIUM REPORT 2021/22

**ASTON LODGE  
PRIMARY SCHOOL**

Lodge Lane, Aston, Sheffield, S26 2BL

✉ [office@astonlodgeprimary.org](mailto:office@astonlodgeprimary.org) 🌐 [astonlodgeprimary.org](http://astonlodgeprimary.org)

☎ 01142 872432 **HEADTEACHER:** Mrs S Cronin



WICKERSLEY  
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## School Overview

[Disadvantaged pupil performance overview for last academic year \(based on teacher assessment\)](#) Due to Covid-19, performance measures have not been published for 2020 to 2021 and 2020-2021 results will not be used to hold schools to account. Given this please see the below teacher assessments.

<b>Detail</b>	<b>Data</b>
Aston Lodge Primary School	
Pupils in school	174 including F1s (excluding 150)
Proportion of disadvantaged pupils	27% (40 pupils inc.4 LAC)
Pupil premium allocation this academic year	£47,075
Academic year or years covered by statement	2021-2022
Publish date	April 2021
Review date	December 2022
Statement authorised by	Sarah Cronin
Pupil premium lead	Sarah Cronin
Governor lead	Sulena Ellinger

<b>Measure</b>	<b>Score Dis 12 chn SEND 7</b>	<b>Score Others 13 chn SEND 0</b>	<b>Score Total 25 chn SEND 7</b>
Meeting expected standard at KS2+	Writing 58% Reading 50% Maths 67% Combined 50%	Writing 100% Reading 93% Maths 76% Combined 77%	Writing 80% Reading 72% Maths 72% Combined 64%
Achieving high standard at KS2	Writing 0% Reading 17% Maths 0% Combined 0%	Writing 0% Reading 16% Maths 31% Combined 0%	Writing 0% Reading 16% Maths 16% Combined 0%

## Funding Overview

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£47,075
Recovery premium funding allocation this academic year Please see separate Recovery Premium Report for details of spending	£5,500.39
Pupil 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	£52,575.39

## Statement of Intent

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a 'Catch Up' Enhanced Teaching Assistant to pupil groups - providing small group work focussed on overcoming gaps in learning
- 1-1 support where needed
- Additional teaching and learning opportunities provided in school or through external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.

- Behaviour support

## Challenges

Challenge number	Detail of challenge
1	Improve oral language and vocabulary skills using NELI interventions
2	Narrowing the attainment gap in Reading
3	Some of our pupil premium do not have the same opportunities of rich and varied experiences as non-pupil premium children which limits are developing interests, passions, first hand experiences to develop vocabulary acquisition
4	Attendance is lower than other pupil groups
5	Many of our pupil premium children fit into another vulnerable group such as additional special educational need

## Intended Outcomes

Intended outcome	Success criteria What will it look like?
<p>1.To ensure poor language, vocabulary acquisition is not a barrier for pupils to develop early reading, writing skills and access to a broad &amp; balanced curriculum</p> <p>72% of pupils are exiting FS at the correct level for phonics and inline with GLD,2019 National 71.8%</p>	<ul style="list-style-type: none"> <li>• Pupil's are able to access phonics programme and</li> <li>• Pupil's are well prepared for the KS1 curriculum</li> <li>• Pupils achieve GLD in line with their peers and other</li> <li>• Pupils are confident and are able to articulate and share their ideas, opinions and experiences</li> </ul>

<p>2. Pupils will make good or better progress in reading-this will help vocabulary acquisition 70% or inline with other pupil groups achieve Strive For Pride 100% minimum of 2 weekly reads Attainment in reading is line with National (73% 2019)</p>	<ul style="list-style-type: none"> <li>● PP children will develop a love for reading</li> <li>● They will engage in termly reading initiatives inline with peers</li> <li>● They will be regularly heard reading by an adult at home (reading records) and additional reads at school</li> <li>● Progress in reading in better and achieve national average scores KS2 (73% 2019)</li> </ul>
<p>3. Provide all pupils with wide and varied range of enrichments activities &amp; experiences  40% PP children attend extra curricular activities 100% pupils attend trips</p>	<ul style="list-style-type: none"> <li>● A wide range of extra-curricular activities will be offered to tap into our children's passions Pupil Premium children to be prioritised to join after school clubs with limited numbers, Discounts/ free access will apply to pupil premium families for all enrichment opportunities to include trips, family workshops, after school clubs, music lessons &amp; other PP children are able to learn a new skill, continue or pursue an interest (pupil questionnaires identify interests and this is acted upon)</li> </ul>
<p>4. For attendance for PP children to be no lower than attendance for non-PP children. For attendance to be 'good' compared to national attendance (96%) There is a current gap of 1%, this will be narrowed</p>	<ul style="list-style-type: none"> <li>● Attendance officer will have first day response for an absent child without a reason</li> <li>● A 'red flag' list will be used for children we know who have historic attendance concerns and home visits will be completed for these pupils when needed</li> <li>● The use of a graduated response to attendance, attendance pathway and fines to work with families to improve attendance and remove barriers</li> <li>● Extremely poor attendance (below 90%) will be challenged with attendance meetings termly</li> <li>● Engagement with external agencies to support families with attendance</li> </ul>

<p>5. Removing Barriers to Learning Team will meet regularly to ensure a strong professional dialogue between staff so all pupils needs are identified and met</p> <p>100% of PP children are assessed early and have access to the interventions, referrals, universal, targeted and specialist support that they need (no child is missed)</p> <p>100% Pupils have access to a chromebook</p>	<ul style="list-style-type: none"> <li>● SENCO identifies pupils with additional needs and support plans are put into place</li> <li>● At least half termly meetings to discuss vulnerable groups/pupils</li> <li>● TA deployment is directed to the most vulnerable groups/pupils</li> <li>● Intervention data shows these pupils are making progress and gaps in learning are closing</li> <li>● PP pupils are provided with chrome books and a personalised programme is put into place</li> </ul>
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## Teaching

Budgeted cost: £10,754.50

Activity	Evidence that supports the approach	Challenge
Seconded year 6 Teacher within the Trust TLR £3300	Recommended in the EEF's Guide to the Pupil Premium, the tiered model is designed to help schools focus on a small number of strategies with the greatest potential to make a meaningful difference for their pupils. 50% of this model is centered around quality first teaching. Quality First Teaching EFF (+6)	1,2,5
Collaborative Learning Approaches CPD	The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year	1,2,5
Assessment & Feedback CPD	Very high impact based on little costs and highly evidence based. Feedback appears to have slightly greater effects for primary school age pupils (+7 months) than for secondary (+5 months). Effects are high across all curriculum subjects, with slightly higher effects in mathematics and science Low attaining pupils tend to benefit more from explicit feedback than high attainers.	1,2,5
Personalised & whole school targeted CPD programme in curriculum areas/ strands identified for all staff £3000	EEF guide to pupil premium-tiered approach-teaching is top priority ensuring 'Quality First Teaching' including CPD	1,2,5
Subscription to Accelerated reader & training	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to	2

£4454.50	be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	
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## Targeted academic support for current academic year

Budgeted cost: £27,407.12

Activity	Evidence that supports the approach	Challenge
School led interventions, small groups, 1:1 (SENCO 2.5 days, specialist TA 5 days) £20,800	EEF (+4months) Small group interventions/teaching groups will enable teachers to personalise learning, address gaps, pre-teach, same day misconceptions, 1:1 reading etc to provide a flexible more responsive approach for pupils who are falling behind. It will be used as a more general strategy to ensure progress for pupils who fit into more than one vulnerable group. We have identified that our year 3 and 4 cohorts have been most impacted by the pandemic due to part school closures, home schooling and disrupted education.	1,2,5
SENCO and SLT to deliver interventions from Autumn 2	The most experienced teachers should work with our most vulnerable pupils so that they get quality personalised support	2,4,5
Continue with the NELI language intervention for increased vocabulary development/SALT Delivery pm daily £4607.12	NELI is an EEF endorsed programme. Oral language interventions in EYs can have a high impact on pupil's outcomes of up to 7 months. It is important that spoken language activities are matched to learner's current stage of development, so it extends their learning and connects them to the curriculum.	1,2
Purchase of further books to support delivery of RWI and books that children are interested in £1000	Ensure all pupils have access to the correct phonological stage book in school and at home. (Reading Framework)  Pupils have access to range of high quality texts to develop a love for reading.	2
Lego Therapy £1000	Training for TA to deliver Lego Therapy to support pupil's to develop social skills, collaborative play skills, prominently used to support pupils autistic children and children communication difficulties.	1,3,5
CPD	Training from Early Help to support teacher with referrals and multi-agency working.	5



## Wider strategies for current academic year

Budgeted cost: £8,919.81

Activity	Evidence that supports the approach	Challenge
Continue to pay extra hours to support the free Breakfast club (food parcels offer for PP pupils) £2000 £1170	All pupils are fed and ready for the school day. EEF/DfE recognised evidence base statistics to support the provision of breakfast. (NSBP survey) <ul style="list-style-type: none"> <li>• 22.97% reduced behavioural incidents</li> <li>• 93% positive impact on concentration</li> <li>• 27.8% reduction in lates</li> <li>• 82% Headteachers reported improved punctuality and attendance</li> </ul>	
Pay admin staff additional hours to implement and monitor strategies to improve attendance £2599.81	Poor attendance <b>can affect children's ability to make and keep friendships</b> ; a vital part of growing up. Parents can be very surprised at how quickly their children can accumulate 15 days absence within a year. Research has also shown that children who are not in school can become vulnerable. There is clear evidence that low attendance impacts academic achievement. Pupils cannot make progress and narrow the gap if they are not attending regularly. Vulnerable pupils are identified early and rapid follow up is in place. Pupils are motivated to come to school. Pupils are motivated by the attendance badges and subsidised enrichment activities.	4
Subsidised after school clubs, trips, extra-curricular activities, in school events to ensure all pupils get to experience enrichment activities and £750.00 Afterschool clubs £900.00	Inclusion and equal opportunities for all pupils to attend enrichment, school trips and wider opportunities by removing the barrier of cost. Additionally, to provide incentives for parents and pupils to improve whole school attendance and reduce persistent absenteeism.	3,4
Programme of workshops and parental engagement activities £1500	Parental engagement initiatives is low cost but can have a high impact, up to 4 months on attainment and improve attendance. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.	3,4,5

Total Budget cost:£ 47,081.43

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader	
Read Write Inc	

## Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

### 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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and key stage 2 performance data, phonics check results and our own internal assessments

Schools are not required to publish their 2022 key stage 2 results as DfE is not

publishing this data. This is because statutory assessments returned from the first time since 2019, without adaptations, after the disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how it varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently. This is further impacted by high proportions of SEND pupils compared to National figures. For example 42% of our KS2 pupils are pupil premium and SEND.

## EYFS

- 100% of pupil premium pupils made at least expected progress from baselines in EYFS with 43% of pupil premium pupils achieved GLD (pupil premium pupils who did not get GLD were also SEND)

## PHONICS

- 100% of pupil premium pupils made at least expected progress with 32% making accelerated progress from baseline with 64% of pupil premium pupils passed phonics screening (pupil premium pupils who did not get pass were also SEND)

## KS1

- 100% of pupil premium pupils made at least expected progress from baselines with 33% accelerated in writing with 33% working at expected
- 100% of pupil premium pupils made at least expected progress from baselines with 50% accelerated in reading with 50% working at expected
- 100% of pupil premium pupils made at least expected progress from baselines with 50% accelerated in maths with 67% working at expected

## KS2

- 100% of pupil premium pupils made at least expected progress from baselines with 43% accelerated in writing with 29% working at expected (3 out of 5=60% who didn't were SEND)
- 100% of pupil premium pupils made at least expected progress from baselines with 43% accelerated in reading with 71% working at expected
- 100% of pupil premium pupils made at least expected progress from baselines with 43% accelerated in maths with 43% working at expected (out of the 4 that did not achieve expected they were only 1-2 marks off)

## Attendance

- 2019-20 gap of 3.17%
- 2021-22 gap has narrowed 0.63%
- Attendance of PP pupils 96.36% compared to 91.8% PP pupils (National 2018-19), compared to attendance for all pupils Nationally 2022 93.6%

## Behaviour

- Our observations and tracking demonstrated that pupil behaviour improved last year.