



Aston Lodge
Primary School
Show Pride • Reach for the Stars

PUPIL PREMIUM STRATEGY STATEMENT

2024/25

**ASTON LODGE
PRIMARY SCHOOL**

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**Aston Lodge
Primary School**
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Pupil premium strategy statement

School Overview

Detail	Data
Aston Lodge Primary School	
Pupils in school	2023-2024, 186 including F1s (excluding 164)
Proportion of disadvantaged pupils	30% (50 pupils, excluding F1)
Pupil premium allocation this academic year	(2023-2-24, £72,750) (2024-2-25, £74,000)
Academic year or years covered by statement (3-year plan)	2022- 2023, 2024-2025
Publish date	December 2024
Review date	Review Dec 2024, next Dec 2025
Statement authorised by	Sarah Cronin
Pupil premium lead	Sarah Cronin
Governor lead	Sulena Ellinger

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	(2023-24 £72,750) (2024-2-25, £74,000)
Recovery premium funding allocation this academic year	(2022/23) £5500
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	(2024-2-25, £74,000)

Statement of Intent

At Aston Lodge Primary our intention is that all pupils including SEND, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas by removing barriers. 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 have constructed a plan to ensure children catch up on any lost learning time and potential gaps in knowledge. This plan will focus on quality first teaching, classroom intervention, targeted academic support with the child's personal development, health and well-being at the centre of all we do.

At Aston Lodge we understand that getting the curriculum right for each and every individual child is the single most important factor in ensuring progress, encouraging positive engagement and raising aspirations. We are continually reviewing and improving the curriculum we offer.

We believe that the curriculum is a powerful tool. Our curriculum is not driven by performance tables. We are proud that the curriculum in our school is a starting point for a wide and varied learning experience for our children. We enrich the curriculum by our strong ethos based on respect for ourselves and others, equality and a sense of wonder at the world we live in and through opportunities to develop deep and sustained engagement and give children the capability to think deeply and critically for themselves. We are committed to developing the whole child to ensure that they are able, prepared and qualified for the next stage in their education.

It is our belief that our school has a strong, broad, balanced curriculum which can be tailored to meet the needs of all individuals, so that we can remove barriers to learning and allow all

children to access the curriculum appropriate to them. We believe the curriculum should be tailored to the school's local context by addressing typical gaps in children's knowledge and skills. Our children will have the opportunity to be creative, to be physically active and to be academically challenged. We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning.

In our school, the core of our curriculum is a strong foundation in English and Maths, with the opportunity for additional support to address deficits in literacy and numeracy, as we believe that these essential skills not only enable children to access the rest of the curriculum, but are vital life skills. Our aim is for our curriculum to be as broad as possible for as long as possible.

We believe that participation in high quality physical activity and physical education is valuable in its own right because of the specific educational outcomes and the personal, social and health benefits. It is also a very effective means of engaging young people in their broader learning, by raising aspirations, providing motivation and promoting behaviours that lead to higher levels of attainment across the full range of school subjects. Because of this, we believe that every child in the school deserves equal access to high quality PE and Sport learning environments and programmes that are inclusive, safe, challenging, progressive and enjoyable, taught by specialist tutors. These opportunities are embedded in the school curriculum, available as out of school hours provision and in the community. The wider promotion of physical activity as part of a healthy lifestyle is extremely important as well as the opportunity to take part in extracurricular clubs and teams. All pupils have the opportunity to take part in outdoor education/watersports through Wickersley Partnership Trust's Ulley Centre.

Our extra-curricular offer is extensive beyond physical activity and includes creative and performing arts and STEM. We take every opportunity to extend the curriculum through visitors from the worlds of art, STEM, computing, history, science, music. Educational visits, including residential visits to Scarborough; range from trips to local sites of historical interest, visits to London, farms, Wildlife parks and stadiums to watch or take part in sports or singing events. All pupils are given the opportunity to be taught by specialist music teachers and to learn an instrument and the trust actively provides a peripatetic music service to ensure progression for pupils who wish to develop their skills and interests further. We are given the opportunity to take part in a WPT public performance, such as the Trust Christmas concert and other productions.

There is a dedicated Outdoor Adventurous Activities timetable where we can access 2.5 days of water-based activities. During the off-season, pupils can access 1.5 days of climbing activities using WPT's indoor provision.

In addition to the National School Games programme, there are a number of additional competitions which are available to pupils. All competitions have a National/Local Governing Body pathway leading to opportunities to transition into a club setting ranging from grassroots to professional academies.

We have designed a curriculum that values the development of the 'able' as much as it does 'qualified'. We believe that both are equally important to our children so that they can play their full part in the world.

We aim to engender a love of learning, self-belief and aspiration through 4 key intentions:

Intention 1: Removing barriers to learning

Four common barriers (listed below), if left unchallenged, will limit the progress, engagement and development of our students. We therefore remove barriers to learning and support students' ability to access the curriculum through the development:

- Literacy and language acquisition
- Numeracy
- Oracy
- Vocabulary

Intention 2: Developing knowledge and skills for learning in a range of subjects

Each curriculum area intends to grow mini subject specialists through the progressive development of the subject knowledge and skills. Student knowledge and essential learning skills go hand in hand. We strive, at all times, for personal excellence by developing the 5 key skills for success below:

- Recall
- Interpretation
- Creativity
- Analysis
- Evaluation

Intention 3: Developing personal attributes (The Aston Lodge Way)

The Lodge Way allows us all to promote the attributes our children need in order to develop their independence, responsibility and resilience to have a happy and successful life.

The Lodge Way promotes:

- Aspiration
- Collaboration
- Communication
- Respect
- Responsibility
- Resilience
- Tolerance

Intention 4: To enrich students' experiences and broaden their horizons:

Our curriculum seeks to equip students with the understanding of how to develop themselves as well rounded citizens and maintain healthy relationships; to enrich and broaden their horizons, both in their cultural capital and future aspirations. Our curriculum will offer:

- Experiential Learning – Trips, visitors
- Hands-on Experiences – Practical opportunities in the classroom
- Extracurricular opportunities – sports clubs, School shows
- Wider opportunities – Residential, charity work/ involvement, Young Voices
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Our pastoral curriculum is planned out for progression and identifies milestones in personal development and opportunities for social, cultural and careers experiences, increasing pupil's cultural capital. Starting in the Early Years Foundation Stage, our students experience a full

programme of PSHE opportunities. In PSHE, we use a spiral curriculum for students to develop their skills, knowledge and understanding throughout the phases.

Quality First Teaching, Classroom intervention, Targeted Academic Support

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. The curriculum has been adapted to focus on the key knowledge and skills that children need in order to access the wider curriculum. Teachers will focus on embedding these key concepts and knowledge in all core subjects in the first instance whilst teaching non-core subjects through a subject specific knowledge based curriculum. All teaching will be informed from ongoing assessment for learning and regular summative testing and planning will be tailored to pupils' needs.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through school-led tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs and rooted in robust diagnostic assessment. 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 needed is identified for disadvantaged pupils
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Wider Strategies

At Aston Lodge we have an in-depth understanding of the non-academic challenges that pupils are facing which are negatively affecting their education and impact their access to teaching,

- Attendance and levels of persistent absence
- Wellbeing, mental health, SEND, behaviour and safeguarding concerns (SEMH)
- Low aspirations and cultural capital
- Access to technology and educational materials
- Language paucity and vocabulary
- Parental engagement initiatives

We will use both targeted and universal approaches to positively impact on each specific challenge.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, 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 disadvantaged and other 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 mean that not all children receiving free school meals will need or 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’ Teaching Assistant to pupil groups - providing small group work focussed on overcoming gaps in learning in and outside of the normal school day
- 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 and develop their cultural capital
- SEMH and behaviour support

At Aston Lodge Primary we ‘reserve the right to allocate Pupil Premium funding to support any child the school has identified as being socially disadvantaged’.

Challenges

Challenge number	Detail of challenge
1	We need pupils to attend school to learn. Historically attendance is lower than other pupil groups.
2	Improve oral language and vocabulary skills using NELI interventions, SALT and developing oracy to further develop vocabulary acquisition
3	Narrowing the attainment gap in reading, writing cohesion, spelling, mental calculations, varied fluency, problem solving
4	Some of our pupil premium children do not have the same opportunities of rich and varied experiences as non-pupil premium children. This can lower aspirations, cultural capital and the opportunity to develop interests, passions and first-hand experiences

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 & balanced curriculum 70% of pupils are exiting FS 2023 at the correct level for phonics and in line with GLD,2022 National 65.2%</p> <p>Challenge 2,3</p>	<ul style="list-style-type: none"> -Pupils are able to access phonics programme -Pupils are well prepared for the KS1 curriculum, next stage in their education -Pupils achieve GLD in line with their peers and other -Pupils are confident and are able to articulate and share their ideas, opinions and experiences -Purchase of more RWI books & reading for pleasure -Teacher top picks -Neil -Salt
<p>2. Pupils will make good or better progress in reading-this will help vocabulary acquisition Progress in reading is better and we achieve national average scores KS2 (74% 2022) 70% or in line with other pupil groups achieve Strive For Pride (3 reads at home per week) 100% minimum of 4 weekly reads Attainment in reading is line with National (74% in KS2, 67% in KS1 2022)</p> <p>Challenge 2,3</p>	<ul style="list-style-type: none"> -PP children will develop a love for reading -They will engage in termly reading initiatives in line with peers -They will be regularly heard reading by an adult at home (reading records) and additional reads at school to narrow the gap -Before and after school reading intervention -Strive for three reads initiative -Purchase of new books that interest the children -Author visits to school -visits to library -BRAG marking -Purchase of YARC assessment & training -Purchase of Pira tests -RWI CPD -Teaching Sequence -Visits to other schools outstanding oracy -Fluency Project -Echo reading

<p>3. Provide all pupils and their families with wide and varied range of enrichment activities & experiences to develop cultural capital 33% PP children attend extra-curricular activities 100% pupils attend trips (priority places given & contacted first) Challenge 1,4</p>	<p>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 & other PP children are able to learn a new skill, continue or pursue an interest</p> <ul style="list-style-type: none"> -Pupil questionnaires to identify interests and this is acted upon -broad balance of after school clubs (minimum 2-3 per week) -external parent workshops at least 1 half termly -First Aid for all -teacher led parent workshops half termly -cultural experiences e.g. African drummer -guest speakers -author days -money matters -TEKK projects -World Book day -Reading World Cup -Reading Marathon
<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%) The attendance gap in 2019-20 was 3.17%, 2020-21 3.1% 2021-22 0.63% There is a current gap of 0.63%, this will be at least maintained Challenge 4</p>	<ul style="list-style-type: none"> -Attendance officer will have first day response for an absent child without a reason -Attendance bands introduced and monitored weekly -Attendance initiatives/rewards to be used -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 -The use of a graduated response to attendance, attendance pathway and fines to work with families to improve attendance and remove barriers -Extremely poor attendance (below 90%) will be challenged with attendance meetings termly -Engagement with external agencies to support families with attendance -Attendance CPD for SLT

<p>5. SLT will meet regularly to ensure a strong professional dialogue between staff so disadvantaged pupils' needs are identified and met.</p> <p>100% of PP children are assessed early, regularly 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, interventions before, during and after school where appropriate.</p> <p>Challenge 3</p>	<ul style="list-style-type: none"> -SENCO identifies pupils with additional needs and support plans are put into place -At least half termly meetings to discuss vulnerable groups/pupils -TA deployment is directed to the most vulnerable groups/pupils -Intervention data shows these pupils are making progress and gaps in learning are closing -teacher mapping of all pupils in their class -One page profiles -Handover meeting with new class teacher -extended transitions to new key stage & secondary
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Teaching

Budgeted cost: £27,750

Activity	Evidence that supports the approach	Challenge
<ul style="list-style-type: none"> -Seconded year 6 Teacher within the Trust TLR -Purchase Pira & Puma -YARC assessment -Personalised CPD programmes for all -Gareth Metcalfe maths CPD -Fluency project -Purchase of books to develop reading for pleasure -subject knowledge CPD -curriculum planning leadership role -Curriculum / assessment -Identifying gaps in knowledge CPD -BRAG (blue stickers) CPD -Diagnostic tests /SNAP -Teacher release to facilitate CPD -careers lessons -Subscription to Jigsaw -Subscription to iLangauges -Testbase 	<p>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 centred around quality first teaching.</p> <p>Quality First Teaching EFF (+6)</p>	<p>2,3</p>

<p>--QFT CPD All staff follow a personalised CPD plan Collaborative Learning Approaches CPD -SEND CPD</p>	<p>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</p>	<p>1,2</p>
<p>-Oracy Project -SALT (all pupils assessed on - entry and monitoring by LA SALT team) -NELI -Reading fluency development e.g. echo reading CPD purchase of YARC / cracking comp -Reading for pleasure -Vocabulary initiative -100% of pupils to make progress on their smart targets half termly & reviewed -Subscribe to Votes For Schools -Reciprocal & echo reading</p>	<p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. Impact +6 months training TA appointed to deliver SALT interventions across school following the programme given from LA SALT team</p>	<p>2,3</p>
<p>Assessment & Feedback (teacher release time) CPD for all on: identifying gaps, Can Do statements, teaching sequence, low stake quizzes, Big 6, BRAG marking, more regular assessments to move pupils on quicker</p>	<p>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.</p>	<p>1,2</p>
<p>Personalised & whole school targeted CPD programme in curriculum areas/ strands identified for all staff Middle and Senior Leadership Development NPQSL, NPQML, HT & TA training Trauma Informed Schools Diploma (REMOVING BARRIERS)</p>	<p>EFF guide to pupil premium-tiered approach-teaching is top priority ensuring 'Quality First Teaching' including CPD</p>	<p>1,2</p>
<p>Personalised & small group intervention/boosters</p>	<p>Teaching Assistant (TA) hours increased from 27 to 34 hours to facilitate before and after school support & increase capacity. TAs can have a positive impact on learner outcomes when deployed well to deliver interventions to small groups. (+4 months)</p>	<p>1,2,4</p>
<p>Reading Herts Fluency, Echo reading, additional read,</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p>	<p>2,3</p>

before, during and after school reading interventions, Strive for 3 Initiative	Successful reading comprehension approaches allow activities to 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 for disadvantaged only/specific groups

Budgeted cost: £27,400

Activity	Evidence that supports the approach	Challenge
School led interventions, small groups, 1:1 before, during and after school for our lowest attaining disadvantaged pupils 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 and poor parental engagement	EEF (+4 months) 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.	1,2
SENCO and SLT to deliver interventions from Autumn 2 for boys in year 4-6 to engage a love for reading and improve fluency	The most experienced teachers should work with our most vulnerable pupils so that they get quality personalised support	2,4,5
External teacher to deliver maths booster for disadvantaged pupils weekly for year 6 pupils	EEF (+4 months) 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.	3,5
Continue with the NELI language intervention for increased vocabulary development/SALT Delivery pm daily all Disadvantaged pupils to be assessed and specialist SALT TA to follow given programme for that pupil	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 the 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 to develop reading for pleasure further for our disadvantaged pupils Reading breakfasts and visits to library with parents	Ensure all pupils have access to the correct phonological stage book in school and at home. (Reading Framework) Pupils have access to a range of high-quality texts to develop a love for reading.	2,6

Purchase and training SNAP Behaviour Assessment	Training for TA to assess & deliver to support pupils to develop social skills, collaborative play skills, prominently used to support pupils' autistic children and children with communication difficulties. Used as a diagnostic tool to help support pupils and parents	1,3,5,6
SEMH CPD: from Me In Mind team, Early Help, virtual schools, invited to school events with parents, Trauma and Mental Health Diploma SC&KB Mental Health & Anti Bullying Ambassadors Provide pupils opportunity to attend the central SEMH provision to access bespoke teaching and opportunities	Training from outside agencies to improve awareness of what agencies do, what services are on offer, events courses for parents etc. Early Help to support teachers with referrals and multi-agency working.	1,2,4,5,6

Wider strategies for current academic year

Budgeted cost: £20,100

Activity	Evidence that supports the approach	Challenge
Continue to pay extra hours to support the free Breakfast club (food parcels offer for PP pupils) gap between attendance of disadvantaged pupils is eliminated (0.67%)	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"> • 22.97% reduced behavioural incidents • 93% positive impact on concentration • 27.8% reduction in lates • 82% Headteachers reported improved punctuality and attendance 	3,4
Admin staff additional hours to implement and monitor strategies to improve attendance prioritising disadvantaged pupils first -Weekly attendance reports -prizes and initiatives	Poor attendance can affect children's ability to make and keep friendships ; a vital part of growing up. Parents can be very surprised at how quickly their children can accumulate 15 days of 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.	1
Develop cultural capital and enrichment by:	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	3,4,5,6

<p>Subsidised after school clubs, trips, extra-curricular activities, in school events to ensure all pupils get to experience enrichment activities and</p> <p>Afterschool clubs, pledges, money matters, first aid, music peri, wider opportunities primary, dragons – native speakers, Tekk challenge, Extracurricular activities in school holidays</p>	<p>pupils to improve whole school attendance and reduce persistent absenteeism.</p>	
<p>Develop an intervention room/SEND to provide bespoke interventions for pupils who struggle to self-regulate</p> <p>Ensure that pupils are identified and get access to the Trust SEMH Provision</p>	<p>Provide pupils with a safe space when they are having difficulty self-regulating. Quality space where pupils can learn and access high quality 1:1, small group interventions and boosters.</p> <p>EFF +4 Months, Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p>	<p>1,2,4,5</p>
<p>Programme of workshops and parental engagement activities</p>	<p>Parental engagement initiatives are 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.</p>	<p>3,4,5</p>
<p>Specialist PE teachers/sport coaches to lead and promote exercise in school</p> <p>Training of playground leaders</p>	<p>Physical activity supports better health and wellbeing among young people, which in turn means they are more likely to achieve better academically. Teaches them discipline, communication, supports concentration and teamwork. (Youth Sports Trust Research paper 2022)</p>	<p>3,4,5,6</p>

Total Budget cost: £ 75,250

Part B: Review of outcomes in the previous academic year

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
Read Write Inc phonics	
TT Rockstar's & Numbots, Number sense, IXL, Bedrock, First Class Number, testbase	
SNAP behaviour diagnostic tool	
Read Write Inc spelling	
iLanguages	
White Rose & Gareth Metcalfe	
Votes For Schools	
Jigsaw	
Pobble	

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?	
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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 2023 & 2024 academic year.

<p>Attainment</p> <p>EYFS</p> <ul style="list-style-type: none"> 100% of pupil premium pupils made at least expected progress from baselines in EYFS with 50% of pupil premium pupils achieved GLD 3/6. (2 pupil premium pupils who did not get GLD were also SEND and 1 pupil had very low attendance of 76%) <p>PHONICS</p> <ul style="list-style-type: none"> 100% of pupil premium pupils made at least expected progress with 32% making accelerated progress from baseline and 5 /8 passed phonics screening 63 %. All pupils accessed additional support <p>KS1</p> <ul style="list-style-type: none"> 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 and 3 /6=50% working at expected level 100% of pupil premium pupils made at least expected progress from baselines with 67% working at expected in maths <p>KS2</p> <ul style="list-style-type: none"> 100% of pupil premium pupils made at least expected progress from baselines with 60% accelerated in writing with 73% working at expected 100% of pupil premium pupils made at least expected progress from baselines with 60% accelerated in reading with 60% working at expected 100% of pupil premium pupils made at least expected progress from baselines with 40% accelerated in maths with 40% working at expected (the 6 pupils that did not achieve expected were only 2-4 marks off) <p>Challenges</p>
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1. We need pupils to attend school to learn. Historically attendance is lower than other pupil groups.

Implementing attendance initiatives taking a whole school and targeted approach for identified families has had an instrumental impact in closing the attendance gap and this will continue next year. Initiatives implemented included; attendance badges, reward assemblies, first day response from attendance officer, free breakfast club & teatimer places, subsidised trips, mentors, uniform bank and breakfast for all.

Attendance trends

- 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%
- 2022-23 School attendance and PA was significantly better than national 94%, lates were less than 1% for whole school
- 2023-2024 94.8% all pupils and P.A 14%, compared to 92.6% for P.P pupils

Areas of Strengths

Raising the profile and educating staff, pupils and parents about the importance of attendance and the impact of lost learning on academic success has shifted the attitude and culture of all stakeholders.

Areas of Development

Taking a blanket and targeted approach has been effective but is costly and may not be sustainable in the future. We need to clearly identify which initiatives have the most cost effective impact.

2.Improve oral language and vocabulary skills using NELI interventions, SALT and developing oracy to further develop vocabulary acquisition

Daily Neli interventions, implementation of Tiny Talkers and employing a SALT trained TA to deliver 1:1 interventions and paying TAs additional hours to deliver before and after school at the cost of £10,600 has been impactful for pupils achieving communication and language in EYFS, preparing FS1 pupils for RWI, phonics screening results and reading. (see above data outcomes) 70% of Pupil Premium children who received one or more of the above interventions were signed off this is in line with non-Pupil Premium children.

Areas of Strength

Parents have shared that it has also supported their children with communication and family relationships at home. Leading to less frustration, poor behaviour and improved confidence. Pupils who have accessed support demonstrate that they are more school ready when leaving Foundation Stage and make better academic progress across all subjects. This has been a success and supported pupils with their speech and language acquisition and early comprehension alongside the SALT interventions and this will continue this year.

Areas for Development

1:1 SALT sessions are costly and with increasing children coming to school with delayed language

Conclusion

The approaches deployed were impactful and will continue. May need to consider small group work within the school day to maintain the same cost implications.

3. Narrowing the attainment gap in reading, writing cohesion, spelling, mental calculations, varied fluency, problem solving.

Additional phonics resources, including subscription for RWI £692, sessions and staff were implemented at a cost of £3,200 This involved 7 FS2 pupils, 8 year 1 pupils, 9 year 2 pupils and 5 year 3. This was impactful because 100% of pupils made at least expected progress from baselines with 32% making accelerated progress. Resulting in 83% of pupils passing phonics screening

Areas of strength

Additional sessions allowed for a more nuanced approach to groupings and input needed.

Areas of development

Ensure that all new staff and trained in RWI

Conclusion

This approach was successful and will be repeated. Staff deployment and group sizes will be decided on the number of pupils who need intervention.

Taking a whole school approach we brought Read Write Inc spelling intervention books for all pupils at a cost of £1123. Alongside additional sessions delivered at a cost of £3200 using the resources for any pupils that scored below 20 in the common exception words for their year group. Additionally, school has implemented the Martin Harvey Handwriting scheme and purchased the books at a cost of £849 Spelling and handwriting are a barrier in writing for all pupils. This resulted in KS1 100% of pupil premium pupils made at least expected progress from baselines with 40% accelerated in writing with 63% working at expected and above and 25% GD. In KS2 100% of pupil premium pupils made at least expected progress from baselines with 33% accelerated in writing with 67% working at expected 1 pupil who did achieve expected was SEND) This approach will continue.

School has subscribed to online maths programmes which include TT Rockstars & Numbots, Numbersense, IXL, Bedrock, First Class Number & Third Space learning at a cost of £3900 This has been a whole school approach with additional staff deployed to deliver interventions and boosters before & after school.

Numbersense in year 3 intervention with 9 pupils. This has improved pupil's fluency and all pupils have made accelerated progress. All pupils have gained a minimum of 4 months additional progress. 2 pupils who were WTS are now at EXP.

Third Space Learning was implemented in year 6 for 6 pupils who were not on track to achieve EXS in SATs, with 4 of the pupils achieving EXS at the end of their last KS. 5 of the pupils achieved EXS.

First Class Number...

Bedrock ...

In KS1 96% of pupil premium pupils made at least expected progress from baselines with 50% accelerated in maths with 63% working at expected and above and 25% GD. In KS2 100% of pupil premium pupils made at least expected progress from baselines with 52% accelerated in maths with 67% working at expected

- 100% of pupil premium pupils made at least expected progress from baselines with 48% accelerated in reading with 63% working at expected and above and 25% GD
- 100% of pupil premium pupils made at least expected progress from baselines with 52% accelerated in reading with 71% working at expected

Areas of strength

Additional adults and varied programmes facilitated a flexible, targeted and responsive approach to data sets. Giving capacity to deliver appropriate intervention needed for individuals and year groups in a timely manner. All pupil premium children attended at least one intervention in the academic year.

Areas of development

Not all pupil premium children attended interventions on a regular basis compared to non PP , PP 78% compared to Non PP 96% particularly in year 2 which slowed progress and made it less cost effective.

Conclusion

This blanket package approach to maths intervention was successful and will be repeated. Staff deployment, group sizes will be decided on the number of pupils who need intervention. Attendance of interventions will be monitored and actioned sooner.

4. 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

100% of disadvantaged pupils attended at least 3 school trips, disadvantaged pupils were prioritised for family cooking clubs, workshops etc. phone calls with invitation to events, Pupil premium children were able to share their interests and experience, science workshops, pottery and football clubs etc. The opportunities and experiences that are provided for all pupils was a strength in our recent inspection where we were graded OUTSTANDING in personal development. 100% of our Pupil Premium children attended at least 3 school trips and events. 50% of pupils accessed wrap round care and 70% pupils attended an afterschool club free of charge. Pupil premium children are given priority when spaces are limited. 60% of pupils represented school in a form of extra-curricular activities such as: sports, student council, eco-committee, mental health ambassador or anti-bullying ambassadors. 100% of pupils achieved their bronze pledges, with 46% achieving silver.