# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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

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| Detail | Data |
| School name | Aston by Sutton primary School |
| Number of pupils in school  | 97 |
| Proportion (%) of pupil premium eligible pupils | 21 |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023-2024, 2024-2025, 2025-2026 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | A Plant |
| Pupil premium lead | A Plant |
| Governor / Trustee lead | S Griffiths and K Davies (Co-Chairs) |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £32,705 |
| Recovery premium funding allocation this academic year | £0 spent |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**If academic year | £32,705 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress, achieve high attainment across all subject areas and have access to the same range of activities as non-disadvantaged children. 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, including access to targeted support through interventions such as Pathways to progress, ELSA and the National Tutoring Programme 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.

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| 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. |
| 2 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, and are more prevalent among our disadvantaged pupils than their peers. |
| 3 | Internal and external (where available) assessments indicate that Maths attainment among disadvantaged pupils on entry is significantly below that of our non-disadvantaged pupils. On entry to Reception class in the last 3 years, 13-20% of our disadvantaged pupils had arrived below age-related expectations compared to 7-13% of other pupils. This year 0% of our disadvantaged pupils were below age expected. This gap can be variable due to smaller than average year groups. In most year groups 1 child is worth 7%. |
| 4 | 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. We are still working on closing the gap.This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in Maths and writing. This is in turn has impacted wellbeing. |
| 5 | Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been in-line with our non-disadvantaged pupils.

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| % | All attendance | DA attendance | All authorised abbsence | DA authorised absence | All unauthorised absence | DA unauthorised absence |
| 2020/2021 | 91.9% | 91.5% | 7.5% | 7.9% | 0.6% | 0.7% |
| 2021/2022 | 92.4% | 92.1% | 6.4% | 6.7% | 1.2% | 1.3% |
| 2022/2023 | 95.52 | 92.73% | 4.87% |  | 2.4% |  |

Our assessments and observations indicate that absenteeism is NOT negatively impacting disadvantaged pupils’ progress. We aim to maintain this, as we recognise and promote the importance of regular attendance. On the 2022/2023 Inspection Data Summary report, no pupil groups were identified as having attendance of a concern. This includes our disadvantaged children.  |

## 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.

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| Intended outcome | Success criteria |
| Improved phonics and reading attainment among disadvantaged pupils. | KS2 reading outcomes in 2022/23 show that more than 50% of disadvantaged pupils met the expected standard. This was in-line with all children from the class. We aim to increase this for all children and maintain inline % for disadvantaged with all children. This will be sustained up to 25/26 and beyond. This may be progress and/or attainment |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.3 children accessed speech and language last year (2022/2023). 1 was discharged due to good progress, and 2 remain open but have made progress onto the next stage.By 25/26 all children including those from a disadvantaged background will have access to high quality speech and language and make good progress.  |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes in 2022/23 show that more than 50% of disadvantaged pupils met the expected standard, compared to 57% of all children. 25% of disadvantaged children achieved the greater depth standard, compared to 29% of all children.We aim to increase this for all children and maintain inline % for disadvantaged with all children. This will be sustained up to 25/26 and beyond. This may be progress and/or attainment.(This year we are aiming for 100% of our disadvantaged for end of key stage 2 Maths) |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2023/24 through to 25/26 demonstrated by:* qualitative data from student voice, student and parent surveys and teacher observations.
* a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
 |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2023/234-25/26 by all children with a focus on our disadvantaged learners demonstrated by:* the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers to become in-line with all pupils.
* the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being the same as their peers.
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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** 2023/2024 to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Based on this years spend and the PP children’s needs:

Budgeted cost: £3,035

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Teaching staff and teaching support staff to receive INSET on, Our Ways of working, ELSA, writing, maths and SPAG. | Clear training will support staff to plan, do review the curriculum effectively for all but including a clear focus on the disadvantaged children.If the children’s emotional wellbeing is addressed, they will feel more confident overall and this will be demonstrated in their achievements. Training will also ensure consistency of approach.If the children are more in their academic achievements and their wellbeing overall, their attendance will also be maintained at a good level.  | 1,2,3,4,5 |
| Additional Teaching assistant time to support roll out of updated Maths curriculum, including Maths no problem and the Maths Hub work.I addition TA’s to complete training on basic skills and year group objectives through first for Maths training. | Basic skills focus from reception upwards, including a drill down via work with the maths hub will help and support children to make more rapid progress. It will also improve pupil confidence and competency in number work in particular.  | 3 and 4 |

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

Budgeted cost: £16,050

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Structured phonics catch up groups. | Children will have targeted group interventions over learning basic skills required for reading and writing.  | 1 |
| *Targeted 1:1 maths support for individual children to support them to reach age expected by the end of year.*  | Additional gaps specific to each child who is not making the expected progress on other intervention programmes | 3 and 4 |

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

Budgeted cost: £ 12,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *ELSA PP children* | Children are given the time and opportunity to explore their attendance, behaviour and well-being in a cosy secure 1:1 setting.  | 1 and 4 |
| *Family support worker* | Family support worker to work with the child, siblings were appropriate and the family to achieve a happier and more positive attitude and approach to learning, school etc.  | 1 and 4 |
| *Support and help financially for families towards trips and visits. Up to 50% reduced cost.*  | All children have equal opportunities to achieve and succeed. All have access to a broad and balanced curriculum.  | 1,4 and 5 |

**Total budgeted cost: £** *32,705* + additional costs throughout the year for issues as they arise to support PP children

# 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 2022 to 2023 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*

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| --- | --- |
| Programme | Provider |
| Song of Sounds subscription | Song of Sounds |
| Pathways to progress, pathways to read, pathways to spell updates | Literacy company |

## Service pupil premium funding (optional)

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

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| --- | --- |
| Measure | Details  |
| How did you spend your service pupil premium allocation last academic year? | 1 child, part of pathways to progress group. Made good progress, at least expected, particularly in Maths.  |
| What was the impact of that spending on service pupil premium eligible pupils? | Expected or better progress in reading, writing and maths (3-4 progress steps). |