



## Pupil Premium Strategy Statement: **Aston by Sutton Primary School 2024-2025,2025-2026,2026-2027**

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### **School overview**

<b>Detail</b>	<b>Data</b>
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025, 2025-2026, 2026-2027
Date this statement was published	March 2025
Date on which it will be reviewed	December 2025
Statement authorised by	A Plant
Pupil premium lead	A Plant
Governor / Trustee lead	S Griffiths and K Davies (Co-Chairs)

### **Funding overview**

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£23,630
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£544
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£218
<b>Total budget for this academic year</b>	<b>£24,392</b>

# 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, 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.

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	<p>Internal and external (where available) assessments indicate that Maths attainment among disadvantaged pupils on entry is significantly below that of our non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 3 years, up to 30% of our disadvantaged pupils had arrived below age-related expectations compared to 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%.</p>																												
4	<p>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. We are still working on closing the gap.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in Maths and writing. This in turn has impacted wellbeing.</p>																												
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been in-line with our non-disadvantaged pupils.</p> <table border="1" data-bbox="368 1393 1412 1702"> <thead> <tr> <th data-bbox="368 1393 507 1534">%</th> <th data-bbox="507 1393 660 1534">All attendance</th> <th data-bbox="660 1393 812 1534">DA attendance</th> <th data-bbox="812 1393 963 1534">All authorised absence</th> <th data-bbox="963 1393 1101 1534">DA authorised absence</th> <th data-bbox="1101 1393 1252 1534">All unauthorised absence</th> <th data-bbox="1252 1393 1412 1534">DA unauthorised absence</th> </tr> </thead> <tbody> <tr> <td data-bbox="368 1534 507 1590">2021/2022</td> <td data-bbox="507 1534 660 1590">93.4%</td> <td data-bbox="660 1534 812 1590">92.48%</td> <td data-bbox="812 1534 963 1590">5.4%</td> <td data-bbox="963 1534 1101 1590">6.05%</td> <td data-bbox="1101 1534 1252 1590">1.2%</td> <td data-bbox="1252 1534 1412 1590">1.47%</td> </tr> <tr> <td data-bbox="368 1590 507 1646">2022/2023</td> <td data-bbox="507 1590 660 1646">94.9%</td> <td data-bbox="660 1590 812 1646">93.85%</td> <td data-bbox="812 1590 963 1646">3.81%</td> <td data-bbox="963 1590 1101 1646">3.94%</td> <td data-bbox="1101 1590 1252 1646">1.29%</td> <td data-bbox="1252 1590 1412 1646">2.22%</td> </tr> <tr> <td data-bbox="368 1646 507 1702">2023/2024</td> <td data-bbox="507 1646 660 1702">95.4%</td> <td data-bbox="660 1646 812 1702">93.36%</td> <td data-bbox="812 1646 963 1702">3.6%</td> <td data-bbox="963 1646 1101 1702">5.22%</td> <td data-bbox="1101 1646 1252 1702">1%</td> <td data-bbox="1252 1646 1412 1702">1.42%</td> </tr> </tbody> </table> <p>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.</p> <p>On the 2023/2024 Inspection Data Summary report, no pupil groups were highlighted as having attendance as a concern. This includes our disadvantaged children.</p>	%	All attendance	DA attendance	All authorised absence	DA authorised absence	All unauthorised absence	DA unauthorised absence	2021/2022	93.4%	92.48%	5.4%	6.05%	1.2%	1.47%	2022/2023	94.9%	93.85%	3.81%	3.94%	1.29%	2.22%	2023/2024	95.4%	93.36%	3.6%	5.22%	1%	1.42%
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## Intended outcomes for 2024/25

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
<p>1. Improved phonics and reading attainment among disadvantaged pupils.</p>	<p>KS2 reading outcomes in 2023/2024 show that 85% of all pupils and 100% of disadvantaged pupils met the expected standard. This was above all children from the class. We aim to ensure for 2024/25 that at least 85% children, disadvantaged or not, achieve at least expected. This will be sustained up to 2025/26 and beyond. This may be progress and/or attainment</p>
<p>2. Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>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.</p> <p>6 Pupil premium children have accessed speech and language this year to date.</p> <p>There is also a rich culture of language development through the school's approach to reading, writing, maths, science and across all the foundation subject areas, vocabulary holds a key role.</p> <p>Interventions, including ELSA always focus on developing and growing confidence to use a broader vocabulary.</p> <p>Class teachers will use teacher assessment to show if pupil premium children are demonstrating a broader vocabulary.</p>
<p>3. Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2023/24 show that more than 100% of disadvantaged pupils met the expected standard, compared to 85% of all children.</p> <p>0% of disadvantaged children achieved the greater depth standard, compared to 8% of all children.</p> <p>We aim to ensure for 2024/25 that at least 85% children, disadvantaged or not, achieve at least expected. This will be sustained up to 2025/26 and beyond. We also aim for more than 8% achieving the higher standard, disadvantaged or</p>

	not. This may be progress and/or attainment.
4. 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 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations.</li> </ul>
5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by all children with a focus on our disadvantaged learners demonstrated by: <ul style="list-style-type: none"> <li>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.</li> </ul> <p>the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being the same as their peers.</p>
6. To develop cultural capital and awareness of the amazing world around us, offering experiences and 'wow' moments.	<ul style="list-style-type: none"> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>A significant increase in knowledge around the arts in particular.</li> </ul>

## 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: £ 792

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff and teaching support staff to	Clear training will support staff to plan, do review the curriculum effectively for	1,2,3,4,5

receive INSET on, Our Ways of working, ELSA, writing, maths and SPAG.	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.	
Additional Teaching assistant time to support roll out of updated Maths curriculum, including Maths no problem and the Maths Hub work. In 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: £ 22,000

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
<i>Targeted 1:1 maths support for individual children to support them to reach age expected by the end of year.</i>	Additional gaps specific to each child who is not making the expected progress on other intervention programmes	3 and 4
<i>Structured reading, writing and handwriting catch up groups</i>	Children will have targeted group interventions over learning basic skills required for reading and writing.	1

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

Budgeted cost: £ 1600

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>ELSA PP children</i>	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
<i>Family support worker</i>	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
<i>Support and help financially for families towards trips and visits. Up to 50% reduced cost.</i>	All children have equal opportunities to achieve and succeed. All have access to a broad and balanced curriculum.	1,4 and 5
<i>Developing cultural capital for PP children</i>	Children are given access to the same opportunities as their non-disadvantaged peers.	6

**Total budgeted cost: £ 24,392**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

End of KS2 2024: The school Inspection data summary report and Analyse School Performance reports show that there is nothing to highlight for pupil groups in this school. Indeed, mainly due to the small numbers/%value in this cohort, there are clear patterns of PP outperforming the cohort as a whole.

**(Out of a cohort of 13, 2 pupils were disadvantaged)**

Achieved expected standard:	All	disadvantaged
Combined Reading, Writing, Maths	85%	100%
Reading	85%	100%
Writing	85%	100%
Maths	85%	100%
Spelling, punctuation and Grammar	85%	100%

Achieved higher standard:	All	disadvantaged
Combined Reading, Writing, Maths	0%	0%
Reading	23%	50%
Writing	0%	0%
Maths	8%	0%
Spelling, punctuation and Grammar	23%	0%

From the above evidence, this year will be a sharper focus on increasing the % of PP children achieving the higher standard in Reading, writing, Maths and spelling, punctuation and grammar.



## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Song of Sounds subscription	Song of Sounds
Pathways to progress, pathways to read, pathways to spell updates	Literacy company
IDL and INL	IDL group
Maths No Problem	Maths no Problem