



# Aston All Saints C of E Primary School

Pupil Premium Strategy Statement  
September 2024 to 2025

## Pupil premium strategy statement – Aston All Saints

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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	7.3%
Academic year/years that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	September 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Headteacher
Pupil premium lead	Head of School & Assistant headteacher
Trustee lead	A Adair - lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,100
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£31,100</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 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 following the COVID-19 pandemic, notably in its targeted support through 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 indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading & writing than their peers.  On entry to Reception class many of our disadvantaged pupils arrive below age-related expectations compared to their peers. This gap narrows but remains to the end of KS2.
3	Internal and external assessments indicate that core subject attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and 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 writing.
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain high.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.  47% of PA children identified have also been classed as 'disadvantaged'. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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
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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.
Improved reading & writing attainment among disadvantaged pupils.	KS2 reading & writing outcomes in 2024/25 show that more disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for all pupils remaining lower than NA</li> <li>• the percentage of all pupils who are persistently absent being below 17% and the figure among disadvantaged pupils being no more than 3% lower than their peers.</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: £13,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments (RWI portal, NTS, Insight, Smart Grade, FFT Aspire)	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <a href="#">Diagnostic assessment   EEF</a>	1, 2, 3, 4

Training for staff to ensure assessments are interpreted and administered correctly.		
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>	1
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> 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, particularly for disadvantaged pupils: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	2, 4
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 and to access Maths Hub resources and CPD (including Teaching for Mastery training).	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: <a href="#">Mathematics guidance: key stages 1 and 2</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	3
Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. This will include support from ISS, EP and OT services.	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): <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	5

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

Budgeted cost: **£6,900**

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 in collaboration with our local English hub.	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: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	2
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>	1, 4

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

Budgeted cost: **£10,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>	5
Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a> . This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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**Total budgeted cost: £31, 100**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that:

Reading - PP progress dips from LKS1 to KS2 then rises again by the end of year 6. The final % is still too low.

Writing - results from baseline are low for PP children, they remain low throughout school meaning pp children are not achieving well enough by the time they leave.

Maths - similar to reading PP children have inconsistent progress as they move through key stages. Progress is higher than other areas but still not high enough.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The evaluations drawn have been used to set 2024-25 action plan targets. Evaluations have led us to implementing new maths fluency, reading and writing programs. Our trust EWO will continue to monitor attendance of all pupil groups and support school and families to safeguard disadvantaged children's full access of the curriculum by maintaining good attendance.