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Aston All Saints C of E Primary School

Pupil Premium Strategy Statement September 2022 to 2023

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

Detail	Data
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	13% (27)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years Strategy aims outlined below are for 2022-23 but reviewed annually in line with three-year overview intended outcomes.
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Helen Hall (head of school)
Pupil premium lead	Rebecca Mottershaw (AHT)
Governor / Trustee lead	Alison Hallewell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 37,312
Recovery premium funding allocation this academic year	£3,625 3 of 4 payments based on October 2021 census (+ 1 more payment to come July 2023 based on October 2022 census)
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0

<p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	
<p>Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	<p>£40,937</p>

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they may face, make good progress and achieve their potential across all subject area. We encourage each and every one of them to believe in their abilities and aim high recognising that “Everything is possible for the person who has faith.” Mark 9:23

The aim of our Pupil Premium Strategy is to support disadvantaged pupils to achieve their potential in line with non-disadvantaged pupils. We understand the impact of socioeconomic disadvantage on learning and use research to inform our decision-making when planning our strategies for tackling educational disadvantage.

In line with the Educational Endowment Foundation guidance, our strategy will be a tiered model and menu of approaches to address the challenges disadvantage pupils face including a clear implementation plan and evaluation framework. At the core of our strategy, is a focus on high quality teaching with use of proven evidence based research including pedagogical expertise and knowledge of the science of knowing and remembering more. Targeted academic support for our disadvantaged children is bespoke based on meeting the needs of the individual. Alongside these strategies, is the focus on wider strategies including supporting pupils’ social, emotional and behavioural needs.

Our strategy is also integral to wider school plans for education recovery including the targeted support offered through the National Tutoring Programme.

In order to meet individual needs, our approach is rooted in robust diagnostic assessment, not based on assumptions about the impact of disadvantage, and it is underpinned by high expectations that all children can attain well. To ensure effectiveness we will:

Adopt a whole school approach in which all staff take responsibility for disadvantaged outcomes with high expectations on what they can achieve

Intervene early at the point at which needs are identified

Ensure disadvantaged pupils are challenged in all curriculum areas

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Outcomes in core subjects Internal assessments, in school monitoring and discussions with pupils indicate that the attainment in all core subjects of the disadvantaged pupils is behind that of non-disadvantaged pupils. This is especially true in UKS2 where the difference is significant. Pupil premium pupils have been identified as more difficulties with phonics than their peers. This has negatively impacted their development as readers.
2	Multiple barriers (including SEN and adverse childhood experiences) A significant number of our pupil premium pupils, in each cohort, have multiple barriers to learning, including SEN. A high % of PP pupils present with SEMH needs A significant % of PP pupils have trauma from adverse childhood experiences, influencing learning behaviours and affecting children physically and emotionally.
3	Attendance Attendance data over time indicates that attendance and punctuality among disadvantaged pupils has been lower than for non-disadvantaged pupils. This is caused by a number of factors, but this negatively impacts attainment and progress.
4	Gaps in knowledge and of curriculum content Poor attendance and the impact of school closures (COVID 19 lockdown) have impacted on disadvantaged pupils' progress attainment. This is particularly evident in KS2. Children show a lack of resilience and low self-esteem which prevents them from fully engaging in their learning
5	Mental health needs and wellbeing Some of our disadvantaged children and families face mental health and wellbeing difficulties

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
Phonics and Early Reading Fluency Phonics teaching is of high quality and interventions are in place to address gaps and support any children who are behind in catching up quickly.	<ul style="list-style-type: none"> The vast majority of children are at least in line with age related expectations At least 90% of children pass Y1 phonics screening and the vast majority of children in Y2 and Y3 pass through catch up work Staff are highly skilled to develop the RWI (Read Write Inc) Any pupils falling behind are given support to catch up
Attendance To achieve and sustain improved attendance for all, but with a particular focus on disadvantaged groups.	<ul style="list-style-type: none"> The number of cases of avoidable persistent absenteeism reduces year on year with sustained high attendance from 2025
Nurture and wellbeing	<ul style="list-style-type: none"> De-escalation training for staff

<p>Pupil premium pupils are able to regulate their emotions with the support of highly trained adults.</p>	<ul style="list-style-type: none"> • Multi agency working to support specific need including an inclusion support manager to provide and signpost support for these children and their families • Trauma training for staff on how to recognise pupils' ACES and ensure that they are fully supported. • Pupils have the vocabulary to describe their emotions • Access to nurture provision • Staff trained to recognise and support sensory needs. • Emotional literacy and coaching enables staff to support children with the vocabulary to describe their emotions
<p>Quality First Teaching and Tailored Provision All children experience a broad and balanced curriculum, which is implemented through effective teaching Provision is regularly re-assessed to ensure that the learning needs of all children but especially those who are disadvantaged pupils are met</p>	<ul style="list-style-type: none"> • Disadvantaged children are tracked and knowledge retention is good • Gaps in knowledge are quickly identified through robust analysis of a range of data and they are addressed to allow children to catch up. • NTS Hodder assessment show improvements in term to term
<p>Emotional and mental health All children, but especially those who are disadvantaged, are well regulated and are supported with their emotional and mental health needs</p>	<ul style="list-style-type: none"> • Tracking shows that disadvantaged children are a focus for enhanced support from our wellbeing team • 100% of disadvantaged children say they feel safe in school • There is an increase in participation in enrichment activities (music tuition, lunchtime and afterschool activities) for disadvantaged children

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: £ £6,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High-quality professional development programmes for all staff, including teaching assistants, teachers of all levels of experience, middle and senior leaders.</p>	<p>Research linked to Research ED In Action publications, Rosenshine,</p>	<p>1,2,4,5</p>

<p>CDP for all staff on strategies to support disadvantaged pupils including use of 'teach simply' approach. CDP for all staff to support the development of Early Writing Effective teacher and peer feedback Additional staff training and development days through RWI to further develop staff confidence and expertise in phonics. DSAT conference workshops delivered linked to Pupil premium pupils, trauma informed schools and mental health of pupils. Mentoring and coaching including support at school and Trust Level</p>	<p>Retrieval Practice- Kate Jones and Generative Learning: Fiorella, Mayer and Enser) Marc Rowland: Addressing Educational Disadvantage, CDP on EEF guidance resources and The 'Great Teaching Toolkit' from Evidence Based Education</p>	
<p>Quality First Teaching All teaching members of staff deliver high quality practice based on effective processes and implementation of evidence –informed strategies from CDP Teaching encourages metacognition High quality, experienced, expert staff are working equitably with disadvantaged pupils, especially those that are lower current attainers. Further increase the culture of high expectations of ALL pupils: a belief that all can make excellent progress from their starting points and that the quality of all outcomes matters. Use of teacher coaching and mentoring to support targeted and incremental improvement for all staff, regardless of experience and expertise</p>	<p>Quality First Teaching EEF https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	<p>1,2,4,5,</p>
<p>Rigorous assessment promotes early intervention and ongoing support for pupils Use of NTS diagnostic assessments to identify learning gaps Emags used track progress term on term Bespoke interventions based on pupils needs such as the use of NTS assessments and SHINE interventions NTS assessments and SHINE interventions Bespoke intervention (Pupil Premium packs) delivered so that the curriculum is not narrowed for these pupils Early intervention through the use of additional phonics practise, phonics intervention (RWI FastTrack phonics and interventions) and additional reading support to address potential failure to read.</p>	<p>Assessment and Feedback EEF https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback Marc Rowland: Addressing Educational Disadvantage</p>	<p>1,4</p>
<p>Build staff expertise and support around high-priority themes (a) Poverty proofing: Enrichment, b) Attendance: Social and Emotional, Learning Behaviour. C) Background knowledge Vocabulary Oral Language D) Adverse Childhood Experiences and trauma Sensory needs training for Teachers and Teaching assistants</p>	<p>Marc Rowland: Addressing Educational Disadvantage and the 'Great Teaching Toolkit' from Evidence Based Education</p>	<p>1, 2, 3, 5</p>

<p>Emotion coaching CDP for teachers and teaching assistants</p> <p>Enrichment opportunities through use of sports premium funding</p> <p>Strategy in place to support good attendance</p> <p>Development of tier two vocabulary through Robust Vocabulary instruction</p> <p>Use of talk for writing strategies to develop oral language</p> <p>Trauma informed practice</p> <p>Tailored support for SEMH needs with additional opportunities to share in 'time to talk'</p> <p>Adverse childhood experiences and trauma CPD for teachers and teaching assistants</p>	<p>EEF Effective SEL Report (Social Emotional Learning)</p>	
<p>To ensure that all pupils make at least good progress in reading across school, with those falling behind making measurable accelerated progress.</p> <p>Continue to develop and maintain excellence within the teaching of Phonics in FS/KS 1 and for pupils not yet at the standard across KS2</p> <p>Ongoing professional development.</p> <p>Use of robust tracking and diagnostic assessments for phonics through RWI specialist support progress reviews and to ensure precise and rapid intervention for those at risk of falling behind.</p> <p>Comprehension: ongoing monitoring and mentoring with targeted support for staff where appropriate to ensure progress is maximised.</p> <p>Develop a stronger approach to encourage reading for pleasure</p> <p>Increased intentionality within FS 2, in line with new EYFS curriculum and sustained shared thinking approach.</p> <p>Early intervention for Speech and Language through small group language support.</p>	<p>Internal data and monitoring outcomes EEF Toolkit: Reading Comprehension Strategies DFE Reading Framework Document and research into validated Phonics Programmes</p>	<p>1,2,4</p>

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

Budgeted cost: £ 25,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing rigorous evaluation of pupils' attainment, barriers to learning and diagnostic assessment of pupils' needs</p> <p>EEF evidence illustrates the importance of the use of standardised assessment tools and teacher administered diagnostic assessments</p> <p>Use of assessment tasks to give the best diagnostic information about the prerequisite knowledge, skills and competencies we want our pupils to develop such as the use of</p>	<p>Assessment and Feedback EEF</p>	<p>1,4</p>

<p>low stake quizzes, hinge questions and effective use of AFL to ascertain pupils' prior knowledge Emags used to track progress term on term year on year Past teachers share contextual information on pupils to receiving teachers Robust analysis of disadvantaged pupils' needs in half-termly pupil progress meetings</p>		
<p>Tutoring provided for disadvantaged pupils Tutored pupils make progress measured by an increase in attainment in summative assessments</p>	<p>National Tutoring Programme https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition/technical-appendix</p>	<p>1,4</p>
<p>Structured small group interventions directly linked to classroom teaching and the curriculum Nurture support TA 3x a week to support delivery targeted interventions and mental health of vulnerable pupils.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition/technical-appendix</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one. Small group tutoring +4months progress One to one tutoring +6 months progress</p>	<p>1,4</p>
<p>Targeted interventions: To support the delivery of catch up programmes after school</p>	<p>Evidence (EEF) consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement (core subjects)</p>	<p>1,2,4</p>

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

Budgeted cost: £ 8,637

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fund contributions to visits and enrichment activities such as music lessons for FSM pupils, including residential (including transport for events) - Positive impact for pupils who attend residential visits. The funding enables equality of opportunities, and raises aspirations and life chances. Support for the well-being of pupils is achieved in order to enable them to access learning and quality first teaching</p>	<p>. EEF: Social and Emotional Learning +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>Attendance - promoting the key messages around children understanding why good attendance is important and lead on sharing attendance data. - Rigorous and robust systems in place to support PA pupils and families Strategies include daily phone calls, offer of Early Help and meetings with school leaders.</p>	<p>EEF: Attendance interventions rapid evidence assessment</p>	<p>3</p>
<p>Personal development and mental health - inclusion team to support with SEMH needs, including Support for mental health and wellbeing Targeted Transition programme for Year 6 PP and vulnerable pupils during the year Use of Jigsaw PSHE and RSHE programmes across school impacting on pupils' resilience and ability to discuss and debate an understanding of protected characteristics. - MIND sessions – 2 sessions a week to support mental health and wellbeing of vulnerable pupils</p>	<p>EEF: Social and Emotional Learning +4 months Enhanced support for SEMH and disadvantaged children has an impact on vulnerable families</p>	<p>2,5</p>

Total budgeted cost: £40,937

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teacher assessment 2021/2022				
	Number PP pupils	Reading	Writing	Maths
Outcomes for Y1 PP pupils 2021/2022 Standardised teacher administered tests	2	100% EXP+	100% EXP+	100% EXP+
Outcomes for Y2 PP pupils 2021/2022 Standardised teacher administered tests	3	33.3% EXP+	0% EXP+	0% EXP+
Outcomes for Y3 PP pupils 2021/2022 Standardised teacher administered tests	5	60% EXP+	40% EXP+	60% EXP+
Outcomes for Y4 PP pupils 2021/2022 Standardised teacher administered tests	7	57.1% EXP+	57.1% EXP+	57.1% EXP+
Outcomes for Y5 PP pupils 2021/2022 Standardised teacher administered tests	7	57.1% EXP+	57.1% EXP+	57.1% EXP+
Outcomes for Y6 PP pupils 2021/2022 Standardised teacher administered tests	5	100% EXP+	40% EXP+	100% EXP+

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.

Programme	Provider
RWI	RWI
White Rose Maths	White Rose Maths
Timetables Rockstars	Timetables Rockstars

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.