

Pupil premium strategy statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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

Detail	Data
School name	Astley Primary School
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	16% (15 Children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 (-2024)
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Full Governing Body
Pupil premium lead	Tracie Langfield
Governor / Trustee lead	Johnathon Tyrell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14, 875
Recovery premium funding allocation this academic year	£500.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School Led Tutoring	£475
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	£15,850

Part A: Pupil premium strategy plan

Statement of intent

Our strategy intends to support the identified children in order to enable them to make accelerated progress in the targeted areas of support and to close any gaps between these children and other peers, including those already achieving age related expectation.

We will consider the challenges and barriers faced by these children and support their needs wherever possible, whether they are disadvantaged or not.

Quality First Teaching is at the heart of our approach, with a focus on basic skill development in the core subjects or reading, writing and maths. The development of these skills is enriched by a wide range of experiences and activities, including Forest School, where learning behaviours and attitudes are endorsed, impacting on the children's motivation and willingness to learn. This approach supports the sustainability of learning throughout the curriculum and widens the experiences children have available.

Our approach will be responsive to challenges and individual needs. Pupils will be tracked and assessed regularly to ensure progress is accelerated.

Staff will receive high quality CPD to develop necessary skills to meet the needs of these identified children.

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional needs of the children – children's resilience to learning has been impacted by long periods of time out of school as a result of unavoidable closures. Children have been identified through assessment and monitoring systems in collaboration with families, requiring support.
2	Internal assessments show that children are achieving below national expectations in reading. They have fewer opportunities to read or be heard read at home, impacting on their progress over time and attainment at key points of the year.
3	Early baseline assessments and observations indicate underdeveloped language skills and vocabulary for some disadvantaged children. This impacts on the development of language, including writing, over time.
4	Those disadvantaged children with additional special educational needs, make slower progress over time than their peers.

5	As a result of few or no opportunities for enrichment activities or lifetime experiences, our observations and assessments have identified that disadvantaged pupils have poorer learning behaviour and attitudes than their peers, which impacts on their attainment and achievements over time.
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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
Ensure all children are included and can access a broad and balanced curriculum.	Behaviour monitoring shows good levels of engagement and determination to succeed.
Close the gap for reading for all children with a disadvantage	Ambitious data targets met for individuals. Reading outcomes for disadvantaged group increase by 20% each year to have met expected standard over next three years. (46%, 54%, 65%, 78%)
Improved oral and language skills are developed, and children can communicate and articulate confidently	Monitoring shows priority for vocabulary teaching and a clear spoken language. Assessments and observations indicate significant improvement in oral language among disadvantaged pupils.
Improved attainment and progress for pupils with additional SEND	Children receive targeted support, bespoke for individuals to optimise progress. Outcomes in core subjects significantly improve for these children.
Ensure attitudes to learning are strong	Performance data targets are met. Monitoring through observation, lessons and book trawls evidences strong attitudes consistently across the school, leading to accelerated progress for most disadvantaged pupils.

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: This has been budgeted through the schools CPD budget but supports PPM £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. (ELSA)</p> <p>£500</p>	<p>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 and family members):</p> <p>EEF- Social and Emotional Learning</p>	1, 2
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils</p> <p>£2000</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund subject leader and teacher release time to embed key elements of guidance in school and to access Maths CPD £250</p>	<p>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:</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1, 4
<p>Increased understanding of bespoke provision required for pupils with SEND. Funding for internal and external CPD and development for SENDco</p>	<p>High Quality teaching for pupils with SEND EEF</p>	4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time. (P4C) £500</p>	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	3

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

Budgeted cost: £ 12,768 covering time for adult support, teacher intervention and purchase of programme

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Phonic intervention and support targeted at disadvantaged pupils 3hr/day x 5 x 38 = £6840	EEF recommendation	2, 3
Rapid Reading programme for pupils who need to catch up KS2 £2,280	EEF/CLPE recommendation	2, 3
NeLi programme to identify and support pupils who require language and vocabulary development	DfE recommended approach	3
School led tutoring to provide a blend of 1:1 and small group tuition and mentoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. £1,368	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3,4
Success at arithmetic 1 st Class @ number to support those disadvantaged pupils with basic math skills development £2,280	DFE recommended	3,4

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

Budgeted cost: £ 1,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Drawing Talking £1,140	EEF – Social and emotional learning	1, 3, 5

<p>Whole staff training on emotional, social and Mental Health and wellbeing approaches and interventions with the aim of developing our school ethos and culture of support across the school</p>	<p>All targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) Trauma Informed Schools ELSA training</p>	<p>1,2,3,4</p>
<p>Support with educational visits, provision of devices, resources and materials for pupils to access and endorse learning independently and fairly without discrimination £500</p>	<p>Metacognition and self regulated learning All pupils have access to an equality of opportunity to enable enriched learning experiences regardless of their advantage</p>	<p>5</p>

Total budgeted cost: £ 17,408

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 2021 to 2022 academic year.

External assessment measures

Educational attainment – % met national expectation for age group

Pupils	GLD	Reading	Writing	Maths
YR (1)	met			
Y2 (2)		50%	50%	50%
Y6 (2)		100%	100%	100%

Intended outcome	Success criteria	Actual outcomes
Ensure all children are included and can access a broad and balanced curriculum.	Behaviour monitoring shows good levels of engagement and determination to succeed.	Attendance and punctuality of pupils improved over the year (impact of Covid mostly) and behaviours sowed determination and increased levels of effort and engagement in lessons. Uptake for clubs, activities and events for these pupils has increased.
Close the gap for reading for all children with a disadvantage	Ambitious data targets met for individuals. Reading outcomes for disadvantaged group increase by 20% each year to have met expected standard over next three years. (46%, 54%, 65%, 78%)	Reading outcomes for these children has improved, 94% of pupils made at least good progress from their starting points. 25% made accelerated progress. 46% NE 20% ANE

Improved oral and language skills are developed, and children can communicate and articulate confidently	Monitoring shows priority for vocabulary teaching and a clear spoken language. Assessments and observations indicate significant improvement in oral language among disadvantaged pupils.	Vocabulary is a priority in the school environment and is a planned part of the lessons taught in all areas of the curriculum. Children requiring support are identified quickly and intervention commenced immediately.
Improved attainment and progress for pupils with additional SEND	Children receive targeted support, bespoke for individuals to optimise progress. Outcomes in core subjects significantly improve for these children.	Impact of interventions and bespoke curriculum plans have a positive effect on learning and retention. These pupils have made better than progress from their starting points.
Ensure attitudes to learning are strong	Performance data targets are met. Monitoring through observation, lessons and book trawls evidences strong attitudes consistently across the school, leading to accelerated progress for most disadvantaged pupils.	These pupils are a priority for all staff. They receive planned intervention and regular evaluation of progress and attainment. Performance targets were met at the end of the academic year 2022.

Internal assessments evidence strong progress for children eligible for Pupil Premium in the target areas across the school.

Externally provided programmes

Programme	Provider
Maths online 1:1 tuition	Third Space