

Pupil premium strategy statement



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	Aldryngton Primary School
Number of pupils in school	316
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mark Wieder Headteacher
Pupil premium lead	Caroline Fenning Deputy Headteacher
Governor / Trustee lead	Ann McKie Stephen Lea (shadowing)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,175
Recovery premium funding allocation this academic year	£13,439
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£38,614

Part A: Pupil premium strategy plan

Statement of intent

At Aldryngton, our PPG strategy is rooted in our whole-school ethos; raising attainment and ensuring maximum progress remains a whole school focus for all children at the school. We strive to provide high-quality teaching that is effective for all learners particularly those who are disadvantaged. This is proven to have the greatest impact on closing the gap for disadvantaged pupils in our school. It is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. We continue to be committed to high academic standards and promote maturity, independence and hard work. Pupils are encouraged to take on challenge and responsibility in developing a desire for learning that will remain with them throughout their lives'. Our approach will be responsive to individual needs, supported by our robust assessments.

We have a three tiered approach to how we spend the PPG:

1. **Teaching** - Spending on improving teaching might include professional development, training and support for teachers.
2. **Targeted Academic support** - Evidence 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.
3. **Wider Strategies** - relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

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 staff suggests disadvantaged pupils who do not achieve GLD at EYFS underachieve in KS1 in reading, writing and maths.
2	Assessments, observations, and discussions with staff suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This impacts their development as readers and through analysis of previous assessments we have discovered that pupils who did not pass the Year 1 phonics screening didn't meet the expected standard or just achieved 100 scaled score at the end of KS2.

3	Our Wellbeing screening and observations from staff indicate that the social and emotional wellbeing of many of our non-disadvantaged and disadvantaged pupils have been impacted by partial school closures.
4	Teacher referrals for academic support have increased during the pandemic. A larger number of children are receiving small group interventions.
5	A small number of disadvantaged pupil's are struggling to attend school.
6	Assessments, observations and discussions with staff suggests pupil's attainment in maths especially at the high attainer end has declined since the pandemic.

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
Improved reading attainment among disadvantaged pupils.	Assessments and observations indicate improved reading attainment amongst disadvantaged children 90+% Pass Year 1 phonics check KS2 reading outcomes in 2024/2025 show that more than 90% of disadvantaged children meet the expected standard
Improved writing attainment for pupils especially amongst disadvantaged pupils.	KS2 writing outcomes in 2024/2025 show that more than 90% of disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/2025 demonstrated by: wellbeing survey, parent and pupil questionnaires, increased participation in enrichment activities, particularly amongst disadvantaged pupils
Improved maths attainment amongst all pupils particularly disadvantaged pupils.	KS2 maths outcomes in 2024/2025 show that more than 90% of disadvantaged pupils meet the standard. 45% of pupils meet GD
Attendance for disadvantaged pupils who struggle to attend school, attendance be in line with non-disadvantaged groups in school and to be a minimum of 97%.	Evidenced through HT report Impact of EBSA strategies

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: £ 15,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality first teaching – investment in developing strong pedagogical understanding across all curriculum areas.</i>	EEF Pupil Premium Guidance	1,2,4 & 6
<i>Purchase of RWI phonics programme training.</i> <i>Purchase resources and fund ongoing teacher training and release time.</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged children.	1&2
<i>Enhancement of our maths teaching.</i> <i>Fund a fourth teacher in Lower School and Middle School</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size High quality implementation of reducing class size might consider; Additional opportunities to provide feedback on pupils Time for high quality interaction between pupils and teachers.	6

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

Budgeted cost: £ 14,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional phonics sessions targeted at disadvantaged pupils who require phonics support.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	4
<i>Tutoring for writing for pupils whose education has been impacted by the pandemic. A proportion of the pupils who will receive tutoring will be disadvantaged, including those who are high attainers.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	4
<i>Spelling interventions for small groups</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	4
<i>Reading interventions for small groups</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	4
<i>Maths interventions for small groups</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	4 & 6

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

Budgeted cost: £ 9114.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Well-being lead appointed to work with pupils whose mental health has been impacted by the pandemic.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction?	3&5
<i>Improve attendance of disadvantaged pupils</i>	<p>Headteacher and Attendance Officer to have regular meetings regarding attendance</p> <p>Support and challenge in place for persistent absentees</p> <p>Well-being support available where appropriate</p> <p>TA's redeployed to support children in school</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	5
<i>Contingency fund</i>	For wider access e.g. uniform, IT, extra-curricular clubs	

Total budgeted cost: £ 38,614.00

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 2020 to 2021 academic year.

Impact

PPG eligible children are an identified and prioritised group within the school's tracking system. Data on progress and attainment is collated, reviewed by the Senior Leadership Team and acted upon. Data is analysed in relation to the performance of whole school cohorts and other priority groups so that progress in narrowing the gap is monitored.

All interventions have start and end data and specific targets to measure progress of individual children. Teachers, tutors and parents provide feedback both formally and informally.

PPG is a standing item on the Curriculum and Safeguarding Governor Committee where verbal feedback and progress data is analysed and discussed.

Progress of pupils in receipt of PPG from Autumn 2020-Summer 2021

In the academic year 2020-2021, the majority of pupils made progress from their individual starting points in reading, writing and maths. One pupil has made less progress than their peers in two areas but has had significant time away from school due to the COVID-19 pandemic and ongoing medical issues. Tailored support and work was provided to the child in their absence.

Analysis of data for children who have received tutoring in reading and maths indicate that they have had an impact on progress. Despite the disruptions caused by the pandemic, the very large majority of PPG pupils made at least expected progress from their individual starting points. PPG children who have not met the expected standard have made progress from their starting point. In phonics we had a 91% pass rate in the 2020 Autumn check.

Review of expenditure 2020-2021

Over the last year, PPG funding within the three targeted areas above to support the following initiatives:

- Phonics training provided to PPG tutors
- Delivered individual or group support to identified pupils in KS1&KS2 in reading, writing and maths

- Bespoke parenting support
- iPads and laptops provided to families who needed technology to engage with online learning
- FSM vouchers issued
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Area of spend	Actual spend
Quality first teaching support	£2925.00
Funding for dedicated PPG tutors	£13,4441.46
Funding for enrichment and inclusion	£0 (COVID-19)

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

Programme	Provider

Further information (optional)

Additional activity Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.