

# Pupil premium strategy statement – Aldermaston CE Primary School

This statement details our school's use of pupil 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	118
Proportion (%) of pupil premium eligible pupils	31% (37 children)
Academic year	2024-25
Date this statement was published	December 31 <sup>st</sup> 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Melanie Higgs
Pupil premium lead	Iain Gunn
Governor / Trustee lead	Charlotte Watchorn

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 54,660
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ -1,617.14
<b>Total budget for this academic year</b> <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>	£ 53,042.86

# Part A: Pupil premium strategy plan

## Statement of intent

The intention of Aldermaston CE Primary School is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

We will strive to provide outstanding education for every individual child regardless of background and circumstance to provide the very best, so that every single child reaches their full potential and leaves Y6 confident and prepared for the next phase in their education and in society in later life.

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 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 are 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.
- Have high expectations regarding attendance, resilience and progress made.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Poor attendance and lost learning</b> - amongst those pupils in receipt of PPG, attendance is lower than that of their peers. Those children with persistent absence (PA) tend to fall in the PPG group, therefore attendance needs to be closely monitored to ensure pupils can access good quality learning.
2	<b>Phonics</b> – some PP pupils are not getting the opportunities they need to remember and recall phonics. Some pupils do not experience parental engagement at home to reinforce and extend their phonic knowledge. We ensure these children read daily and target phonics intervention at school.
3	<b>Communication, Language and Oracy skills</b> – Poor pupil language levels and vocabulary can hinder the progress of some PP pupils across the curriculum. Many children also have speech, language and communication deficits that impact on progress across the curriculum. Staff are aware of the importance of Communication, Language and Oracy skills to improve social mobility and the life chances for PP pupils. Oracy continues to be embedded. Effective adult interactions to model high quality speaking and listening are integral in our EYFS and Y1 continuous provision opportunities.
4	<b>Emotional resilience</b> – emotional needs must to be met before children can engage fully in learning. PP pupils can find it hard to express emotions verbally and require good quality modelling and support.

## 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
Attendance for pupils in receipt of PPG funding improves so that the attendance gap between PPG and non-PPG closes.	An improvement of 3% to the 89% that is the attendance for PPG pupils at the end of the 23-24 academic year (i.e., a target of 92% for PPG pupils in 24-25). Senior Education Attendance Champion & Education Welfare Service reports and analysis show improved PP attendance.
100% of PP pupils (without significant SEND) pass the phonics screening at the end of Y1.	Increasing number of pupils passing the screening year on year. Phonics screening data demonstrates no gaps for PP and non-PP pupils or that the gap is narrowing.
Communication and language are explicitly planned for (in all areas of the curriculum) and delivered through effective adult interactions.	PPG pupils in EYFS continue to make good progress in Year 1 and throughout following years. Monitoring shows that effective adult interactions are happening, especially in continuous provision. Gaps close between PP and non-PP pupils in core subjects. Pupils are confident to present and speak in full sentences in standard English about their learning. Emotional regulation is improved as pupils are better equipped to speak about their feelings instead of reverting to anti-social behaviours to show how they feel – can be seen through a reduction in suspensions, for example, for PPG pupils.
PP pupils access targeted interventions to address R/W/M knowledge gaps ensuring they make accelerated progress.	Internal data demonstrates accelerated progress from start points in: Phonics assessments Protected afternoon intervention sessions

## Activity in this academic year

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued CPD, monitoring and assessing to ensure delivery of phonics is effective and consistent.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics sessions and interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics   Teaching and Learning Toolkit   EEF: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 2, 3, 4
Early identification of children with weak C&L skills.  All staff are aware of children's phonics/C&L targets	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: Oral language interventions   Teaching and Learning Toolkit   EEF:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1, 2, 3, 4
Embedding the effective teaching of vocabulary into maths lessons, and wider subjects, so that pupils can access their learning and apply the mathematical language they are being taught.	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: Mathematics guidance: key stages 1_and 2:  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</a>	1, 2, 3, 4

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

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils in Year 2 (who did not pass the screening) will have phonics lessons until they are secure on their letters and sounds.	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 a regular session over a period up to 12 weeks.	2, 3, 4
Establish small group for disadvantaged pupils falling behind age related expectations. These will focus on PPG pupils with a particular emphasis on maths fluency.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those at risk of, or who are falling behind.	2, 3, 4
Establish small group interventions with our support staff, focussing on disadvantaged pupils falling behind age-related expectations. These will focus on PPG pupils with a particular emphasis on fluency in core subjects.	(as above)	2, 3, 4

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

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour curriculum effectively and consistently delivered	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions   Teaching and	3, 4

across the school – Therapeutic Thinking Approach.	Learning Toolkit   EEF: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	
HLTA to help up-skill staff across school in supporting children with SEMHD needs for sustainability of effective SEND support.	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.	3, 4

**Total budgeted cost: £ 52,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Review is evidenced in previous PP statement – 2021-22 (3-year strategy)*

### Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Times Table Rockstars	Mathscircle Ltd
MyMaths	Oxford University Press