

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	Aldermaston CE Primary School
Number of pupils in school	131 - 124
Proportion (%) of pupil premium eligible pupils	23/131 children (17%) 23/124 children (19%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 – July 2024
Date this statement was published	December 2021 (updated December 2022)
Date on which it will be reviewed	July 2024
Statement authorised by	Headteacher Mrs. Melanie Higgs
Pupil premium lead	Deputy Headteacher Mr. Iain Gunn
Governor / Trustee lead	Chair of Governors Mrs. Samantha Chaventre

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 30,935
Recovery premium funding allocation this academic year	£ 18,995
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 4,913.28
Total budget for this academic year	£ 54, 843.28

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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 strategy is also integral to wider school plans for education recovery, 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	There is a significant gap in pupil attainment on entry to our Foundation Stage between pupils in receipt of PPG and others i.e. they are below age related expectation & have on-going poor basic skills.
2	Many children have speech, language and communication difficulties that has impact on progress across the curriculum.
3	Attendance amongst those pupils in receipt of PPG 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.
4	Parents of children from the 'Disadvantaged' group tend to be less engaged in their child's learning and are less likely to attend parents evening, or access remote learning consistently.
5	Specifically, the impact of Covid-19 school closures on families and pupils with regards to their wellbeing and education. Impacting their emotional wellbeing, as well as learning. Experiences for children have been varied during this time and some children are requiring far more support on return to school following the trauma they have experienced during this challenging time.

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 the individual emotional and academic needs of disadvantaged pupils are being effectively supported.	There will be few behaviour related incidents recorded in the school behaviour log and pupils will have an increase in positive attitudes towards school and learning.
Disadvantaged pupils make accelerated progress in phonics with the aspiration that they all pass their phonics screening.	Disadvantaged children will achieve national average/ expected standard in Phonics Screening.
Gaps identified in learning for disadvantaged pupils are closed through effective scaffolding-up in English and Maths lessons.	Disadvantaged children will achieve national average progress scores in reading, writing and maths.



Disadvantaged pupils in EYFS to have the communication, language and oracy skills to enable them to fully access and engage in the whole school curriculum.	Disadvantaged children in EYFS will meet 'expected' levels at the end of the foundation year.

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: £0


Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively	<p>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 (EEF guidance)</p> 	1, 2 & 5
Creating a communication and language (C&L) progression document in EYFS to further improve the C&L skills and vocabulary of disadvantaged pupils so that this is not a barrier to their learning.	<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 (EEF Guidance).</p> <p>Local Authority – West Berkshire Every Child A Talker (ECAT) CPD.</p> 	1 & 2
Employment of two members of staff (QTS) to provide three days of assessment	<p>Targeted and regularly monitored interventions provides accelerated progress.</p> <p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. EEF</p>	1, 2 & 5

based interventions for disadvantaged pupils and those		
Targeted and Additional TA for 1:1 Support (Y1)	EEF indicate a high impact for 1:1 support.	1, 2 & 5

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

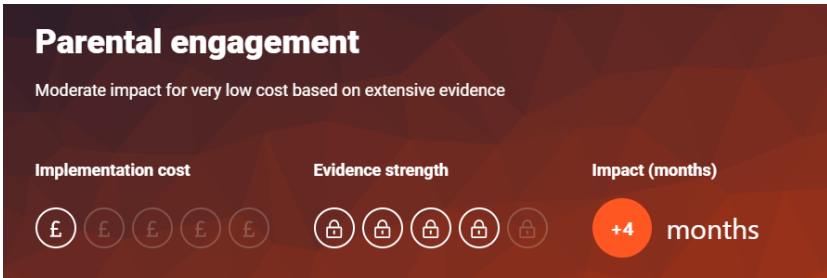
Budgeted cost: £ 50,260 (3 x years), or £16, 754 (per annum)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of two members of staff (QTS) to provide three days of assessment based interventions for disadvantaged pupils and those	<p>Targeted and regularly monitored interventions provides accelerated progress.</p> <p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. EEF</p>  <p>The screenshot shows 'Small group tuition' with a 'Moderate impact for low cost based on moderate evidence' rating. It features five pound symbols (£), five padlock icons, and a red circle with '+4'.</p>	1, 2 & 5
Targeted and Additional TA for 1:1 Support (Y1)	EEF indicate a high impact for 1:1 support.	1, 2 & 5
Online 1:1 support and intervention for Maths – Third Space Learning	 <p>The screenshot shows 'One to one tuition' with a 'High impact for moderate cost based on moderate evidence' rating. It features five pound symbols (£), five padlock icons, and a red circle with '+5'.</p> <p>1:1 support regularly (weekly), which is monitored, assessed and feedback to in school staff has high impact.</p>	5

<p>Establish small group maths and reading intervention with our catch-up teacher(s) for disadvantaged pupils falling behind age-related expectations.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> 	<p>1 & 5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2,940 (3 x years), or £980 (per annum)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Art Therapy	<p>Art therapy is a form of psychotherapy that uses art media as its main mode of expression and communication. Art therapists/art psychotherapists use art as a medium to address emotional issues which may be confusing and distressing. Evidence shows art therapy has a high impact for moderate cost.</p>	<p>2, 4 & 5</p>
Parental engagement	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps – EEF</p> 	<p>3 & 5</p>
Attendance team to monitor and support Pupil premium families to maintain	<p>EEF report (2015) states that pupils need to be in school to learn and achieve and that there is a direct link between pupil achievement at KS2 and KS4. Regular communication with LA attendance officer and families to monitor attendance.</p>	<p>3 & 4</p>

attendance, punctuality and readiness to learn including persistent absentees.		

Total budgeted cost: £ 53, 200 (across 3 years).

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.

PPG/ Disadvantage review 2021-22

Over the course of the 2021-22 academic year Aldermaston CE Primary spent £ £26,679 (accurate as of August 2022).

The focus of our pupil premium strategy was to support disadvantaged pupils to achieve within the whole school, including progress academically as well as socially and emotionally.

The school focused spending on catch up, notably on accessing 1:1 online mathematics tutoring for all KS2 disadvantaged pupils in Year 4 – 6. This was to embed further the tutoring received by these children the previous academic year. All child who attended sessions regularly made good progress against their targets from their initial assessment in September.

Other areas of focus for our disadvantaged children was using the funding to support learning by providing private speech and language sessions for a group of disadvantaged pupils and facilitating one disadvantaged child to access a block of 13 weeks private art therapy. Reports from these interventions have had a high impact for these children and seen positive effects for their learning within the classroom.

Finally, the use of PPG fund provided two disadvantaged children to participate and attend the Year 6 residential in North Wales, Monday - Friday, who otherwise would not have been able to access without PPG funding.

Headlines:

- 1) High attainment percentage in Year 1 statutory phonics assessment
- 2) Excellent progress from private speech and language sessions
- 3) Great support to develop social and emotional wellbeing for our GRT pupils with the support of EMTAS.

- Third Space learning:

We began the year with PPG pupils (Years 4 – 6) students participating in Third Space Learning, online 1:1 tuition weekly for one hour. Autumn term saw these students become more secure

with 296 learning objective steps being completed during 60hrs of teaching. Moving into Spring Term, access drops by two students with one child moving schools and another's attendance effecting their progress; Third Space Learning helped 8 pupils become more secure with 189 learning objective steps being completed during 40hrs of teaching. Summer Term we continued with 8 students accessing and Third Space Learning helped 8 pupils become more secure with 204 learning objective steps being completed during 44hrs of teaching. Impact was variable due to attendance of pupils completing the sessions, see comparison between Autumn, Spring and Summer terms.

- **Speech and Language Therapy sessions (SaLT)**

A group of children accessed weekly sessions over the Spring and Summer Terms, alongside in school interventions delivered by TAs weekly using resources, targets and recommendations from the speech and language therapist.

We prioritised PPG spending on children accessing the curriculum, we identified a group of children (in EYFS and Year 1) whose barrier to learning was speech and language. The doorway to our curriculum is reading and these three children were unable to access and therefore progress alongside their peers, early intervention enabled these students to make progress and access the curriculum within the classroom. All three students made excellent progress, from baseline assessments, all were well below age related expectations (ARE) before sessions started.

Phonics	16 Year 1 Pupils			14 End of Key Stage Pupils			3 FSM Eligible Pupils			1 FSM Eligible End of Key Stage Pupils		
	Year 1		2022	End of Key Stage		2022	FSM Eligible		End of Key Stage		2022	
	2018	2019		2018	2019		2018	2019		2018	2019	2022
Aldermaston C.E. Primary School	57.1%	81.3%	81.3%	88.0%	96.4%	85.7%	33.3%	50.0%	66.7%	100.0%	100.0%	100.0%
West Berkshire	80.9%	81.8%	74.3%	92.0%	91.5%	86.5%	55.7%	57.0%	53.6%	83.7%	79.5%	79.5%
National	82.5%	81.9%	75.5%	91.9%	91.5%	87.0%	70.2%	70.0%	62.0%	83.8%	84.0%	83.8%

- **KS1 Phonics data**

Y1 & 2, the impact of experienced teacher lead interventions two days a week.

Impact of PPG spend on interventions for KS1 phonics was very effective. Teacher delivered two days a week intervention through Spring Term 1. Year 1 attainment is above both National and West Berkshire, as well as maintaining a high pass percentage the same as pre-pandemic. Furthermore, the progress of FSM children in Year 1 and End of Key Stage was higher than National and West Berkshire.

- **Ethnic Minority Traveller Achievement Service (EMTAS) interventions**

Weekly intervention for reading, maths and emotional wellbeing continued throughout the school year weekly sessions with a range of GRT/ PPG students from Y1 – 5. This was highly effective and had great impact on the GRT community as these children had a much higher interest in school and increased engagement levels in school activities, resulting in progress in learning.

Please refer to our website and 'Pupil Premium' page where you can access the 'Impact of Provision 2020 – 2021' document.

<https://aldermaston.w-berks.sch.uk/key-information/pupil-premium>

A number of our planned strategies were not fully implemented due to Coved 19 restrictions and partial school closures. Our resources were diverted to support acute and unplanned need arising from the pandemic.

Although national assessments were cancelled in 2020/21, our school assessments demonstrated that disadvantaged pupil performance in reading improved in the last academic year in line with our strategy goals.

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
Speech and Language	Private Speech and Language therapist
TT Rockstars	Mathscircle Ltd
MyMaths	Oxford University Press
Number Sense Maths Programme	Number Sense Limited

