

# Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022, 2022 to 2023 and 2023-2024 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	315
Proportion (%) of pupil premium eligible pupils	4.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2023/2024
Date this statement was published	6 <sup>th</sup> December 2023
Date on which it will be reviewed	31 <sup>st</sup> December 2024
Statement authorised by	Mark Wieder Headteacher
Pupil premium lead (acting)	Emma Blakely SEN Lead
Governor / Trustee lead	Julia Marshall

## Funding overview 2023/2024

Detail	Amount
Pupil premium funding allocation this academic year	£23550.00
Recovery premium funding allocation this academic year	£3514.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£27,064.25</b>

# 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	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 2023/2024 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 2023/2024 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 2023/2024 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 2023/2024 show that more than 90% of disadvantaged pupils meet the standard. 45% of pupils meet GD

## 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

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 & 5
<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, middle and upper school.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>  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.	5

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional phonics sessions targeted at disadvantaged pupils who require phonics support.</i>	<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 & 4
<i>Small groups 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>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>	4
<i>Spelling interventions for small groups</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>	4
<i>Reading interventions for small groups</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	4
<i>Maths interventions for small groups</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	4 & 6

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

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Well-being lead appointed to work with pupils with mental health difficulties.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction?">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction?</a>	3&5
<i>Contingency fund</i>	For wider access e.g. uniform, IT, extra-curricular clubs	

**Total budgeted cost: £59,000**

# 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 2022 to 2023 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.

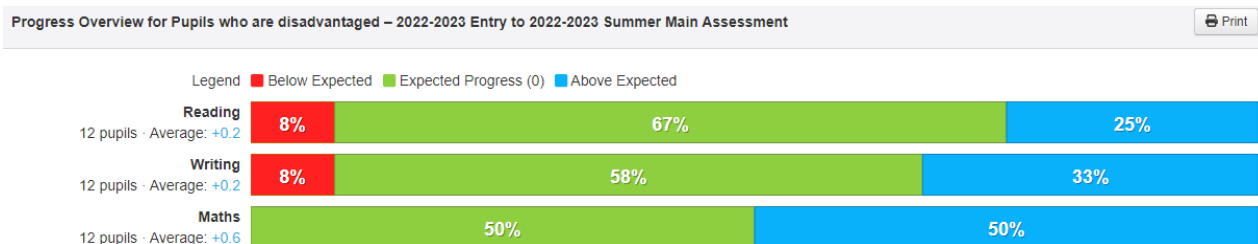
All interventions have start and end data and specific targets to measure progress of individual children. Teachers, tutors and parents provide feedback both formally and informally.

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 2022-Summer 2023

In the academic year 2022-2023, the majority of pupils made expected or better than expected progress from their individual starting points in reading, writing and maths.

The impact of the fourth teacher in maths groups is evident with all PPG children making expected or better progress from entry to end of summer term.



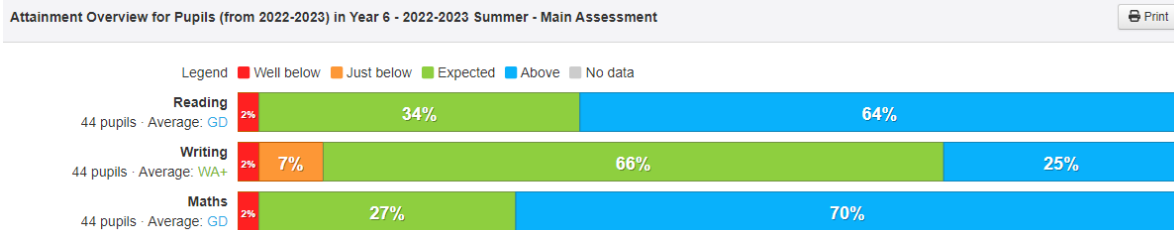
This data does not include children moving from F2 to Y1 due to different curriculums.

All PPG children achieved the GLD and passed the Phonics Screening Check in 2022-23.

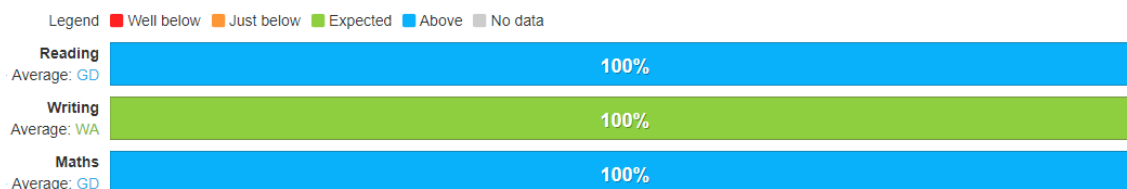
This year, the pass rate of the Phonics Screening Check was 93%. (National - 79%, Wokingham 87%).

## Attainment

Attainment in Y6 was above the targeted levels for all pupils including disadvantaged pupils:



In Y6, all PPG pupils achieved the expected level or greater depth in each subject (small sample group):



All figures are significantly above both Wokingham and National standards:

	All National	All Wokingham (2463 pupils)	Disadv National	Disadv Wokingham (255 pupils)	Not Disadv National	Not Disadv Wokingham
<b>Reading EXS+%</b>	73 (75) (73)	81 (81) (81)	60 (62) (62)	58 (54) (60)	78 (80) (78)	84 (84) (78)
<b>Reading GDS %</b>	29 (28) (27)	39 (38) (38)	17 (17) (17)	17 (17) (15)	34 (32) (31)	42 (41) (41)
<b>Writing EXS+%</b>	71 (69) (79)	76 (73) (84)	58 (55) (68)	53 (45) (63)	77 (75) (83)	78 (76) (87)
<b>Writing GDS%</b>	13 (13) (20)	14 (14) (21)	7 (6) (11)	5 (5) (8)	16 (15) (24)	15 (15) (23)
<b>GPS EXS+%</b>	72 (72) (78)	80 (80) (84)	59 (58) (67)	59 (49) (66)	78 (78) (83)	83 (83) (87)
<b>GPS GDS%</b>	30 (28) (36)	39 (39) (46)	18 (17) (24)	15 (18) (26)	35 (33) (41)	42 (41) (50)
<b>Maths EXS+%</b>	73 (71) (79)	80 (80) (84)	59 (56) (67)	54 (49) (62)	79 (78) (84)	83 (83) (87)
<b>Maths GDS%</b>	24 (22) (27)	36 (32) (36)	13 (12) (16)	13 (11) (12)	29 (27) (31)	38 (35) (40)
<b>RWM EXS+%</b>	59 (59) (65)	67 (66) (73)	44 (42) (51)	38 (36) (48)	66 (65) (71)	70 (69) (77)
<b>RWM GDS%</b>	8 (7) (11)	11 (10) (13)	3 (3) (5)	3 (2) (2)	10 (9) (13)	12 (11) (15)

## Review of expenditure 2022-2023

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

- Phonics training provided to staff



- Delivered individual or group support to identified pupils in KS1&KS2 in reading, writing and maths
- Bespoke parenting support
- Funding of 4<sup>th</sup> Maths teacher in Lower, Middle and Upper School
- Support provided to pupils by Well-being lead

Area of spend	Actual spend
Quality first teaching support	£15,351
Funding for dedicated PPG tutors	£44,259.46
Funding for enrichment and inclusion	£3,451.25

## 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.