

Pupil premium strategy statement - Aldryngton 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	315
Proportion (%) of pupil premium eligible pupils	3.2
Academic year/years that our current pupil premium strategy plan covers	2024-2025, 2025-2026, 2026 - 2027
Date this statement was published	1 st September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mark Wieder Headteacher
Pupil premium lead	Caroline Fenning Deputy Headteacher
Governor / Trustee lead	Julia Marshall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,310.00
Recovery premium funding allocation this academic year <i>Recovery</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£25,310.00

Part A: Pupil premium strategy plan

Statement of intent

At Aldryngton, we believe in developing the whole child. We have high academic standards, but also believe in developing personal character and the resilience required to succeed in a global society. We believe that every child is an individual and we celebrate what each child brings to our school community. We seek to secure an excellent education, where great teaching of well sequenced, progressive, conceptually driven curriculum, disproportionately supports learning of disadvantaged children to close gaps. We understand children, maintain very high expectations and apply equity to secure full access for all children to an excellent education. Pupils are encouraged to take on challenge and responsibility in developing a desire for learning that will remain with them throughout their lives.

We follow the three-tiered approach set out by the EEF:

- High quality teaching
- Targeted academic support
- Wider strategies

Challenges

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

Challenge number	Detail of challenge
1	Attendance data of the last academic year indicates that a proportion of disadvantaged pupils' attendance falls below school's 97% target.
2	Internal data, observations, communication with pupils and families have identified social and emotional issues for many pupils including those that are disadvantaged.
3	Assessments and internal data indicate that maths attainment at greater depth among disadvantaged pupils is below that of non-disadvantaged pupils.

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
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To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Overall absence rate for disadvantaged pupils will be at least 95%. Persistent absence to be under 12%.
To achieve sustained improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • Data from student & parent voice, surveys and teacher observations. • Sustained participation in enrichment activities, particularly among disadvantaged pupils. • All pupils can access wellbeing at a level which meets their current needs triaged each term.
Improved maths attainment at greater depth for disadvantaged pupils	School data indicates that maths outcomes at greater depth level for disadvantaged pupils to be at least 40%.

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: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching – investment in developing strong pedagogical understanding across all curriculum areas.	EEF Pupil Premium Guidance	3
Enhancement of our maths teaching.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	3

Fund a fourth teacher in lower, middle and upper school.	<p>High quality implementation of reducing class size might consider:</p> <p>Additional opportunities to provide feedback on pupils</p> <p>Time for high quality interaction between pupils and teachers.</p> <p>Change to our teaching approach by only teaching one-year group curriculum</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
SATS booster groups	<p>EEF – booster groups guidance</p> <ul style="list-style-type: none"> -greater feedback from teachers -smaller groups beneficial to boost progress when gaps in knowledge are identified 	3

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

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Well-being lead to support pupils with mental health difficulties</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction?	2
<i>Contingency Fund</i>	For wider access e.g. uniform, extra-curricular clubs	

Total budgeted cost: £ 24,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This can be found on the previous strategy on our school website.