

Pupil premium strategy statement – Aston Tower Community Primary School

1. Summary information			
School	Aston Tower Community Primary School		
Academic Year	2020/2021	Total PP budget	£219,035 income
2. Current attainment and progress			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving expected in reading, writing and maths	76%	71%	
Average progress in reading	5.1	0.3	
Average progress in writing	4.4	0.3	
Average progress in maths	5.7	0.4	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)			
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>			
A.	Development of limited English language skills.		
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>			
B.	Attendance of some disadvantaged pupils.		
C.	Less experience of what is known as 'cultural capital', life experiences which provide educational advantage.		
4. Desired outcomes			
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	
A.	Ensuring that gaps are closed early on in the EYFS	Proportion of FSM pupils in reception who reach at GLD is in line with the national average for the other group.	
B.	Ensure all pupils benefit from a high quality curriculum.	Pupils achieve well in the core subjects of reading, writing and maths partly due to achieving well in a broad and balanced curriculum.	
C.			
D.			

5. Planned expenditure					
Academic year					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Accelerate progress in the core subjects to ensure secure skills and high levels of achievement.	Small group teaching for a number of year groups (Y6 Y5, and additional staffing in Y2).	We have used small group, focused teaching successfully to ensure disadvantaged pupils achieve well.	Use of funding for staffing.	Headteacher	Pupil data- termly.
Total budgeted cost					£204,612.68
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve attendance of identified disadvantaged	External partnership working with Walsall EWO	Home visits and school-based meetings have had impact historically.	HT monitoring of attendance lead and PWA monitoring.	Michelle Westwood	Half-termly
Accelerate language development of YR and Y1 disadvantaged pupils	Small group support focusing on language, literacy and maths development	History o high rates of achievement for disadvantaged by overcoming barriers in key areas of their learning.	HT monitoring	Suki Rai-Moore	Half-termly
Total budgeted cost					£14,812.26
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					

Evaluation of 2019/20 plan

Evaluation was made harder by the closure of schools in March 2021 due to the Covid-19 pandemic. No statutory pupil tests that play a part of the evaluation process were taken. Provision for disadvantaged pupils continued during lockdown through home learning packs and remote learning which Aston Tower offered from June 2020. Furthermore, designated senior leaders for safeguarding rang all pupils and their families during this period to check on their well-being.