

Pupil premium strategy statement – Aston Tower Community Primary School

1. Summary information			
School	Aston Tower Community Primary School		
Academic Year	2019/2020	Total PP budget	£231,629.50
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, 5 and 2).	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					£205,117.51
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					£15342.88
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 2018/19 plan

Disadvantaged pupils across the school achieved very high rates of progress. The progress scores for key stage 2 (progress between years 3 to 6) are well above the national average for pupils who are not classed as disadvantaged. In key stage 1, pupils who are disadvantaged achieved levels of attainment that are in line with the national average in reading, writing, mathematics and in phonics, despite having starting points that were well below average. Similarly, disadvantaged pupils in the reception class reached standards that were in line with the national average for all pupils.

The attendance of disadvantaged pupils has improved and is just below the national average for all pupils but further behind the national average for pupils who are not judged to be disadvantaged.