

## 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	Aston Tower
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 2022/23 2023/24
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Quality of Education Committee
Pupil premium lead	Headteacher

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£244,005
Recovery premium funding allocation this academic year	£26,245
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£51,351
<b>Total budget for this academic year</b>	<b>£321,601</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Over the past few years, our disadvantaged pupils have achieved well. We want to maintain these outcomes and ensure pupils achieve well across all subjects of the curriculum as well as in the core subjects of reading, writing and mathematics. As part of our intent, we want to improve our disadvantaged pupils' vocabulary and 'cultural capital', so that they can access the curriculum as well as pupils who are not disadvantaged. We also want to prepare our disadvantaged pupils well for the future by ensuring they form the habit of attending well which additionally will help them achieve well at school.

## Challenges

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

Challenge number	Detail of challenge
1	Limited vocabulary and for some limited literacy skills holding back progress in reading, writing and mathematics.
2	Limited 'cultural capital' for some pupils which results in them having fewer life experiences to bring to their lessons and connect new learning to.
3	Attendance of some disadvantaged pupils is a concern.

## 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
Disadvantaged pupils to achieve very well from their starting points so that the clear majority reach at least the expected standard by the end of Year 6 if not the higher standard.	Progress for disadvantaged pupils is above average in reading, writing and maths by the end of key stage 2 and in the highest two quintiles in published data.
Disadvantaged pupils in Years 1 and 2 to secure a strong knowledge of phonics to ensure they read and write well.	Disadvantaged pupils to use their phonics knowledge in key stage 1 to read and write well, and achieve well in the phonics screening checking in Years 1 and 2.

<p>Disadvantaged children in the early years to achieve well and reach a good level of development.</p>	<p>The proportion of disadvantaged children who reach a good level of development is in line with the national average for the other group.</p>
<p>Disadvantaged pupils achieve well across all subjects to ensure they appreciate 'the best that has been thought and said', so that they know, remember and do more.</p>	<p>Disadvantaged pupils achieve well across the curriculum when measured against our curriculum intent which has been benchmarked against the national curriculum.</p>
<p>Disadvantaged children to attend well so that their achievement and development prepares them well for the next stage of their education.</p>	<p>The disadvantaged group's attendance is in line with the national average for the other group.</p>

## 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: £266,921

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teachers in key stages 1 and 2 to help disadvantaged pupils achieve well and reach expected or higher standards in reading, writing and mathematics.	High quality teaching and retention of staff as recommended by EEF. Opportunities for staff to learn best practice.	1 and 2.
Purchase high quality resources to enrich our curriculum and support our teaching of it, so that our pupils achieve well across the full range of subjects and so are well prepared for the next stage of their learning.	Research shows that a well taught curriculum provides pupils with the knowledge and cultural capital to enable them to be successful in life.	2

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

Budgeted cost: £53,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching assistant working across Reception and key stage 1 to develop pupils' language, phonics and mathematical knowledge.	Well-structured and planned teacher-led interventions as highlighted by the Education Endowment Fund. School's own successful practice.	1 and 2
Small group teaching of reading, writing and	Well-structured and carefully monitored interventions, highlighted to be	1

mathematics in three year groups at anyone time to provide well-structured small group support from experienced teachers.	successful from the school's own experience and the Educational Endowment Fund.	
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## Wider strategies

Budgeted cost: £1,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund the work of an attendance officer to work with parents of poor attendees to help improve their children's attendance.	School has successfully raised the attendance of the disadvantaged group to close to, and at times, in line with the national average for the other group.	3
Ensure pupils from disadvantaged backgrounds have a broad range of experiences by working with a broad range of partners to help them achieve well from the curriculum.	Research shows that children who have developed 'cultural capital', from a broad range of life experiences, can connect their learning from school to deepen their knowledge and prepare them better for learning the curriculum.	2

**Total budgeted cost: £321,601.**

Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

The premium was used to promote the attendance of disadvantaged pupils who were identified as a concern. Parents of pupils from this group that caused concern were contacted and helped to ensure their children attended well at school. During the time when the school was opened for site-based lessons, disadvantaged pupils' attendance (less Covid-19 related absences) was at 95.7%. During the lockdown period, disadvantaged pupils attended online learning at a high level (90% of pupils joined online lessons each day during February and March 2021) and in line with other pupils. Disadvantaged pupils' attendance for online lessons were facilitated by either the school providing a device on loan and in some cases Wi-Fi connectivity during the closure period or by coming into school and working with staff, following the activities.

We continued to employ additional staff to target disadvantaged pupils in Years 5, 2 and in Reception. In house data, from assessments provided by the NFER indicates that 66% of disadvantaged pupils ended Year 5 in July 2021 with attainment either in line with the average score for that cohort, or above.