

Pupil premium statement 2016/17

What is the pupil premium?

Pupil premium funding is supplied to promote the educational success of pupils who are either:

- registered as being entitled to free school meals at any point in the last six years;
- have been in, or left, local authority care.

It is an indicator of disadvantage. At the last count, 53% of Aston Tower's pupils were eligible for this funding. This proportion is twice the national average. The school serves a community that experiences very high levels of economic deprivation. In fact, our school community is in the highest percentile of deprivation nationally. This does not mean that our pupils cannot succeed. We believe they can, and do achieve well. However, this funding plays an important part of our work to ensure our disadvantaged pupils 'achieve excellence'.

How much pupil premium funding has Aston Tower received in the 2016/17 academic year?

Our expected grant is £277, 200.

What are the main barriers to educational achievement that disadvantaged children at Aston Tower face?

Given the large number of pupils eligible for the grant, the barriers that eligible pupils face are varied. However many, at the start of school, have very limited English language skills. Others have very limited life experiences resulting from poverty. Some of our pupils do not attend school well.

How will we spend our pupil premium funding to address these barriers and why?

We have used the funding to create smaller groups for our reading, writing and mathematics lessons. Year groups from Years 2 to 6 will work in at least three groups each morning with most of the additional staff being funded by the pupil premium grant. The majority of pupils in each group are eligible for funding and will benefit from working in smaller groups by receiving greater attention from our teachers and therefore make faster progress. Furthermore, an extra teaching assistant in Year 2 is employed through the grant along with an additional teaching assistant in the Reception classes and Year 1 who targets specific pupils. This member of staff specifically supports the language development of targeted pupils.

We also employ a specialist teaching in mathematics who targets a number of the disadvantaged most able pupils in Years 4 to 6 to add an additional level of challenge in their learning for these pupils. Another teacher helps to develop the reading skills of Year 3 and 4 pupils.

The funding is also used to provide tuition to help pupils catch up or extend their achievement to much higher levels along with an annual Easter school.

To reduce the level of absence, another barrier some of our disadvantaged pupils face, we employ an attendance worker who regularly meets with concern families both in school and at home.

Measuring impact

The impact of our provision for disadvantaged will be measured through academic results and attendance scores. For those pupils who are targeted specifically to improve their attendance, we will want to see their attendance rates improve over the year and beat their 2015/16 figure. We also want to see these

individuals' attendance rise close to, if not beat, the 2015/16 national figure for 'other' children: those who are not defined as disadvantaged.

In terms of academic progress, we will measure Y6 scores through the average rates of progress and difference in terms of attainment to the 'other' group nationally, using figures from the inspection dashboard 2016. For Years 3 to 6, we will use the new NFER year group expectations tests, making reference to the Y6 national figures for 'other' pupils, and in Year 2, compare the performance of our disadvantaged pupils against the 2016 inspection dashboard figures for the 'other' group. In Year 1, we will compare the performance of our disadvantaged pupils against the 2016 inspection dashboard figures for Year 2, and the Y1 phonics screen. For reception aged pupils, we will the gap, if any between the FSM and other group national data to ours.

When will we next review the impact of our outcomes?

We will track the achievement and attendance of our disadvantaged pupils throughout the year, informing trustees and responding to feedback, but formally review our impact with trustees in October 2017.

And what about last year?

During 2015/15, we received a total of £253, 273. We spent this money on additional teaching support, tuition for disadvantaged pupils across the ability range, language support for pupils with very limited English, and attendance monitoring and promotion activities.

The impact?

Disadvantaged pupils, by the end of Key Stage 2, make progress matching expected rates except for in reading, three pupils who had very low starting points. In Key Stage 1, again, disadvantaged pupils made good progress, although in a few places, more needed to reach the higher standard of greater depth. For Reception-aged pupils, 71% of pupils eligible for free school meals reached the expected standard which is much higher than the national average.

In terms of attendance, our 2015/16 figure for disadvantaged pupils, after adjustment for Eid, is 96.1% and therefore in line with the national average for all pupils. This figure is higher than the national average for free-school meal pupils.