

# Pupil premium strategy statement – Aston Tower Community Primary School

| 1. Summary information |                                      |                                  |          |                                                |              |
|------------------------|--------------------------------------|----------------------------------|----------|------------------------------------------------|--------------|
| School                 | Aston Tower Community Primary School |                                  |          |                                                |              |
| Academic Year          | 2018/19                              | Total PP budget                  | £253,440 |                                                |              |
| Total number of pupils | 434                                  | Number of pupils eligible for PP | 189      | Date for next internal review of this strategy | January 2019 |

| 2. Current progress in KS2                |                                             |                                  |
|-------------------------------------------|---------------------------------------------|----------------------------------|
|                                           | <i>Pupils eligible for PP (your school)</i> | <i>Pupils (national average)</i> |
| % achieving in reading, writing and maths |                                             |                                  |
| Average progress in reading               | 1.03                                        | 0.0                              |
| Average progress in writing               | 1.64                                        | 0.0                              |
| Average progress in maths                 | 2.92                                        | 0.0                              |

| Key Stage 1 |                                                     |                               |                                                      |                                           |
|-------------|-----------------------------------------------------|-------------------------------|------------------------------------------------------|-------------------------------------------|
|             | Expected at Aston Tower for the disadvantaged group | Expected for all pupils other | Greater depth for Aston Tower's disadvantaged group. | Greater depth national average for other. |
| Reading     | 72%                                                 | 76%                           | 38%                                                  | 25%                                       |
| Writing     | 62%                                                 | 68%                           | 16%                                                  | 16%                                       |
| Mathematics | 69%                                                 | 75%                           | 24%                                                  | 21%                                       |

| Early Years Foundation Stage- good level of development |                      |
|---------------------------------------------------------|----------------------|
| Aston Tower disadvantaged group                         | National other group |
| 76%                                                     | 73%                  |

| 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> |

|                                                                                                                   |                                                                                                                                                |                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A.</b>                                                                                                         | Significantly high levels of economic disadvantage. Poor housing, limited opportunities in terms of life experiences.                          |                                                                                                                                                                                                                                                                  |
| <b>B.</b>                                                                                                         | Limited oral language skills (English)                                                                                                         |                                                                                                                                                                                                                                                                  |
| <b>C.</b>                                                                                                         |                                                                                                                                                |                                                                                                                                                                                                                                                                  |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |                                                                                                                                                |                                                                                                                                                                                                                                                                  |
| <b>D.</b>                                                                                                         | For some individuals, low attendance                                                                                                           |                                                                                                                                                                                                                                                                  |
| <b>4. Desired outcomes</b>                                                                                        |                                                                                                                                                |                                                                                                                                                                                                                                                                  |
|                                                                                                                   | <i>Desired outcomes and how they will be measured</i>                                                                                          | <i>Success criteria</i>                                                                                                                                                                                                                                          |
| <b>A.</b>                                                                                                         | Continue to raise the attendance of disadvantaged pupils from 2016/17 figure (94.7%) to in line with the national average for all pupils (4%). | 96% target for this group which is in line with the national 'other' figure and reduce persistent absence to 7%                                                                                                                                                  |
| <b>B.</b>                                                                                                         | Maintain high rates of progress of disadvantaged pupils in KS1                                                                                 |                                                                                                                                                                                                                                                                  |
| <b>C.</b>                                                                                                         | Maintain historic strong performance in the EYFS.                                                                                              | Proportion of pupils reaching a good level of development by the end of the Reception year continues to be in line with the national average.                                                                                                                    |
| <b>D.</b>                                                                                                         | Develop further recent improvements in progress made by disadvantaged pupils in KS2.                                                           | Y6 progress score in line with the national average.<br>NFER standardised scores show attainment between school groups (other/disadvantaged pupils is narrow, does not exist and in line, or close to the national Y6 attainment figure for disadvantaged group. |

| 5. Planned expenditure                                                                                                                                                                   |                                                                                                                                     |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                            |              |                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------------------------------------------------------------------|
| Academic year                                                                                                                                                                            | 2018/19                                                                                                                             |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                            |              |                                                                      |
| 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?                                 |
| Ensure all teaching is at least good/meeting teachers' standards with an increased proportion being outstanding.                                                                         | SDP actions to develop and strengthen teaching further and through the appraisal process for both teachers and teaching assistants. | Maintain high proportion of teaching that is good or outstanding. Ensure that the small proportion of teaching that is not consistently good, it at least so by December 2018. Extend the outstanding provision further. High quality teaching will accelerate progress of all groups, including the disadvantaged. | Learning walks, data review, book trawls and interventions to support staff. Each year group has cohort targets to ensure the gap between the school's disadvantaged group | HT           | Each term. Other senior leaders to meet with HT to discuss outcomes. |
|                                                                                                                                                                                          |                                                                                                                                     |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                            |              |                                                                      |
| <b>Total budgeted cost</b>                                                                                                                                                               |                                                                                                                                     |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                            |              |                                                                      |
| 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?                                 |
| Accelerate progress of disadvantaged pupils in mathematics.                                                                                                                              | Small group teaching by external specialist- Y4, 5 and 6 both in & outside of school hours.                                         | Historic pattern of successful practice with disadvantaged pupils. The subject is an area that the school is focusing on.                                                                                                                                                                                           | Monitoring of outcomes through scrutiny of assessment data and pupils' work.                                                                                               | AHT          | Each term                                                            |
| Accelerate progress of disadvantaged pupils in reading.                                                                                                                                  | Small group sessions to promote the development of reading skills.                                                                  | Development of a key skills for learning socially and across the curriculum.                                                                                                                                                                                                                                        | Monitoring of outcomes through assessment data.                                                                                                                            | Phase leader | Each term                                                            |
| Additional teaching assistants in YR, 1 and Y2.                                                                                                                                          | Small group sessions to promote the development of reading, writing and mathematics skills.                                         | Historic evidence of progress/impact for the large number of disadvantaged pupils in Yr-2.                                                                                                                                                                                                                          | Monitoring of outcomes through scrutiny of assessment data and pupils' work.                                                                                               | AHT          | Each term                                                            |

|                                                                             |                                                                                                                       |                                                                                                                |                                                                       |                   |                                             |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-------------------|---------------------------------------------|
| Improve the attendance of disadvantaged pupils who are persistently absent. | Work in partnership with Walsall education Service to monitor and challenge families of persistently absent children. | The proportion of disadvantaged pupils who are persistently absent is higher than the other group nationally.  | Monitoring attendance patterns.                                       | HT/ post holder   | Each half term                              |
| <b>Total budgeted cost</b>                                                  |                                                                                                                       |                                                                                                                |                                                                       |                   | £61,103                                     |
| <b>iii. Other approaches</b>                                                |                                                                                                                       |                                                                                                                |                                                                       |                   |                                             |
| <b>Desired outcome</b>                                                      | <b>Chosen action/approach</b>                                                                                         | <b>What is the evidence and rationale for this choice?</b>                                                     | <b>How will you ensure it is implemented well?</b>                    | <b>Staff lead</b> | <b>When will you review implementation?</b> |
| Additional Y2 and Y6 teacher                                                | Small group teaching benefiting disadvantaged pupils who are the majority within this cohort.                         | Most Y6 pupils qualify. Historic evidence of accelerated progress from this year group by using this strategy. | Monitoring of lessons, scrutiny of assessment data, and pupils' work. | DHT               | Each term                                   |
|                                                                             |                                                                                                                       |                                                                                                                |                                                                       |                   |                                             |
| <b>Total budgeted cost</b>                                                  |                                                                                                                       |                                                                                                                |                                                                       |                   | £95,736                                     |

## Evaluation

### Key Stage 2:

- In reading, writing and mathematics, disadvantaged pupils made strong progress which was above average in all areas.

### Key stage 1:

- In reading disadvantaged pupils achieved particularly well. The proportion of pupils reaching expected was in line with the national average for all pupils, and close to the national average for non-disadvantaged pupils. The proportion of disadvantaged pupils reaching greater depth in reading was very high and above the national average for all pupils and non-disadvantaged pupils.
- In writing and mathematics, disadvantaged pupils achieved close to the national average for all pupils and non-disadvantaged pupils.

### Early Years Foundation Stage:

- For a good level of development, the proportion of disadvantaged pupils reaching this measure was above the national average for non-disadvantaged children.

### Attendance:

- Disadvantaged pupils of statutory school age attend well. Their rate of absence is in line with the national average for all children.