

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	402
Proportion (%) of pupil premium eligible pupils	52% (IDSR 2022)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 2023/24 2024/25
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Quality of Education Committee of the Trust Board.
Pupil premium lead	Headteacher

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£268,690
Recovery premium funding allocation this academic year	£28,130
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£63,810
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£360,630

# 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 develop a secure knowledge in reading, writing and mathematics as a bedrock to help pupils achieve well across all subjects. 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 know that a well-planned, ambitious and well-taught curriculum will ensure all pupils attend well, especially disadvantaged pupils. We have identified that some year groups were affected by the Covid-19 lockdowns and so will target them through our recovery funding. 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 Aston Tower.

## 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.
Disadvantaged children in the early years to achieve well and reach a good level of development.	The proportion of disadvantaged children who reach a good level of development is in line with the national average for the other group.
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.	Disadvantaged pupils achieve well across the curriculum when measured against our curriculum intent, which has been benchmarked against the national curriculum.
Disadvantaged children to attend well so that their achievement and development prepares them well for the next stage of their education.	The disadvantaged group's attendance is in line with the national average for the on-disadvantaged group.

## 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: £220,101

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 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: £76,186

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher and 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 mathematics for targeted pupils in four year groups at anyone time to provide well-structured small group support from experienced teachers.	Well-structured and carefully monitored interventions, highlighted to be successful from the school's own experience and the Educational Endowment Fund.	1

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £64,343

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: £ [insert sum of 3 amounts stated above]**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The premium was partly used to improve the attendance of disadvantaged pupils during the first full academic year following Covid-19 lockdowns and the removal of Covid-19 containment measures. Parents of poor attendees from this group were contacted and supported by an education welfare officer, funded by the premium, to ensure their children's attendance improved. This was alongside school-based activities. Attendance for this group at Aston Tower was 91.1% for the year, which is higher than the Department for Education (DfE) indicative national figure of 89%.

Resources to improve our curriculum intent (everything that comes before teaching) for art and design, history and geography have improved pupils' knowledge in these subjects. This is because it has raised expectations of what pupils should achieve in these subjects, improved curriculum sequencing so pupils' make stronger connections within subjects, and teacher subject knowledge has improved.

NFER data (internal assessments) show that pupils are achieving well against national averages. Year 2 and 6 data demonstrates on-going strong performance partly helped by the use of the premium and recovery funding.