# 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

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| Detail | Data |
| Number of pupils in school | 350 |
| Proportion (%) of pupil premium eligible pupils | 52% (IDSR 2024) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022/23  2023/24  2024/25 |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | November 2025 |
| Statement authorised by | Quality of Education Committee of the Trust Board. |
| Pupil premium lead | Headteacher |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £270,840 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*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.* | £56,517 |
| **Total budget for this academic year**  *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £ 327,357 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our disadvantaged pupils have achieved well. This is evidenced in published data and our Ofsted inspection in October 2024. We want to maintain these outcomes and ensure pupils develop a secure knowledge in reading, writing and mathematics which is fundamental in helping pupils achieve well in all subjects. As part of our curriculum intent, we want to improve our disadvantaged pupils’ vocabulary and ‘cultural capital’, so that they can access the curriculum as well as those 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 Aston Tower. |

## Challenges

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

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| 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.

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| Intended outcome | Success criteria |
| Disadvantaged pupils achieve very well from their starting points so that the clear majority reach at least the expected standard by the end of Year 6 and many 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 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 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 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. Our Ofsted inspection of October 2024 judges our curriculum as ‘very ambitious’ |
| Disadvantaged children attend well so that their achievement and development prepares them successfully 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: £237,357

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional staff 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 its teaching, 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. Ofsted judged our curriculum as being ‘very ambitious’. | 2 |

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

Budgeted cost: £74,000

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| 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 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: £16,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Fund support from the City of Birmingham School (CoBs) to provide guidance to staff and a very small number of pupils who need help to improve their behaviour.  Provide funding for a small group of disadvantaged children to attend breakfast club to ensure they have something to eat before the start of school and also attend. | 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.  Education Endowment Fund (EEF) identifies breakfast clubs as a strategy to help improve attendance.  Specialist support can help pupils with their behaviour who need support beyond that provided by universal strategies. | 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: £327,357**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| The attendance of disadvantaged pupils improved considerably and was in line with the national average for all pupils for 2023/2024.  Disadvantaged pupils achieved well in published data (phonics screen and key stage 2 assessments) with the higher attainers performing particularly well.  Resources to improve our curriculum intent (everything that comes before teaching) for art and design, science, history and geography have improved pupils’ knowledge in these subjects. It has raised expectations of what pupils should achieve in these subjects, improved curriculum sequencing to help pupils’ make stronger connections within subjects, and teacher subject knowledge has improved. Our 2024 Inspection report comments on the very ambitious curriculum and very secure teacher subject knowledge  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. |