

# Pupil Premium Strategy Statement – Aston Tower Community Primary School

This statement details our school's use of pupil 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	325
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	
Pupil premium lead	Jonathan Moore
Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£301,484
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7,431
<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>	£308,915

# Part A: Pupil premium strategy plan

## Statement of intent

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 form a secure knowledge in reading, writing and mathematics to enable them to achieve well against ambitious curriculum expectations. We also aim to enhance the vocabulary of our disadvantaged pupils through a sequentially planned curriculum and benefit from curriculum experiences, often referred to as 'cultural capital', which helps pupils understand our ambitious curriculum. Finally, we want to improve the attendance of a small number of disadvantaged pupils so they gain the benefits of regular school attendance.

## Challenges

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

Challenge number	Detail of challenge
1	For some, limited English vocabulary and literacy skills hold 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	The 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
For disadvantaged pupils to achieve 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 in reading, writing and mathematics is at least close to the national average.

Disadvantaged pupils in Years 1 and 2 secure age-expected standards in phonics so that they read and write well.	Disadvantaged pupils use their phonics knowledge in reception and key stage 1 to read and write well against age related expectations, and perform well in the phonics screening check in Years 1 and 2.
Disadvantaged pupils who need support to develop foundational knowledge in mathematics successfully do so.	Disadvantaged pupils perform well in the Early Years Foundation Stage profile, Year 2 mathematics SATs test and Year 4 multiplication times table check. Observations evidence that pupils have secure foundational knowledge in maths.
Disadvantaged pupils in key stage 2 achieve well across the curriculum.	Disadvantaged pupils achieve well across the curriculum when measured against our curriculum intent, which has been benchmarked against the national curriculum. Our Ofsted inspection in October 2024 judged our curriculum as 'very ambitious'.
Disadvantaged pupils attend well to enable them to achieve well and be ready for secondary education.	Attendance is at least, close to the national average as defined in Ofsted's Inspection Data Summary Reports, but taking into account contextual factors.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £148,096

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 Educational Endowment Fund (EEF). Opportunities for staff to learn best practice.	1 and 2.
Purchase high-quality resources and relevant experiences to enrich	Research shows that a well-taught curriculum provides pupils with the knowledge and cultural capital to	2

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.	enable them to be successful in life. Ofsted judged our curriculum as being 'very ambitious'.	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £129,319

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.	1 and 2
Small group teaching of reading, writing and mathematics for targeted pupils provides 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: £31,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide funding for a small group of disadvantaged children to attend a breakfast	School has successfully raised the attendance of the disadvantaged group to close to, and at times, in	3

club to ensure they have something to eat before the start of school and also attend.	<p>line with the national average for the other group.</p> <p>Education Endowment Fund (EEF) identifies breakfast clubs as a strategy to help improve attendance, particularly, for disadvantaged pupils.</p>	
Ensure pupils from disadvantaged backgrounds have a broad range of experiences by working with a broad range of partners to help them achieve well in the curriculum.	Research shows that children who have developed 'cultural capital' from a broad range of life experiences often connect this to their learning from the school curriculum to enable them to form a deeper understanding of the curriculum.	2

**Total budgeted cost: £308,915**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Disadvantaged pupils' attendance rose in 2024/25 to 94% from 91.9% in 2023/24, and is close to the national average and the figure for non-disadvantaged pupils.

Disadvantaged pupils by the end of Year 6 at Aston Tower have achieved significantly above the national average in the last three years:

- Reading, writing and maths combined at the expected standard
- In mathematics, grammar, punctuation and spelling, and in writing

In reading, above average but not significantly, at the expected standard

In the Year 4 multiplication times table test and the Year 1 phonics screen, disadvantaged pupils have achieved above the national average for the past three years.