



Pupil premium strategy statement - Astley Primary School



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Astley Primary School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021–2022 2022-2023 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Mrs J. Goakes
Pupil premium lead	Miss J. Coleman
Governor / Trustee lead	Mrs K Cornish

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,250
Recovery premium funding allocation this academic year	£7,250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£76,500

Part A: Pupil premium strategy plan

Statement of intent

At Astley Primary school we target the use of our Pupil Premium Grant to ensure that our disadvantaged pupils receive access to our Astley Curriculum Experience (ACE) that enables them to engage in inspiring, aspirational, challenging and inclusive learning experiences so that they become kind and respectful lifelong learners that have choice. We recognise that disadvantaged children can face a wide range of barriers which may have an impact on their learning.

Our main objectives are to:

- Ensure teaching and learning opportunities meet the needs of all pupils.*
- Remove barriers to learning created by poverty, background and family circumstance.*
- Narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers.*
- Enable pupils to reflect on their own emotional well-being and to develop strategies that they can use to help them develop resilience and engagement in learning.*
- Access a wide range of opportunities to develop their knowledge and understanding of the world inside and outside of the classroom.*

Our Context:

Astley Primary is a rural school located in North Norfolk. It is a single form entry school with classes from Foundation Stage to Year 6. Astley is part of the Synergy Multi-Academy Trust.

23% of our pupils are eligible for Pupil Premium funding (FSM nationally is 22.5%), however this does not represent the number of families that do not fit the criteria for accessing this. Following the two National Government lockdowns we have seen an increase in the number of families claiming Free School Meals.

Key Principals:

We will use data analysis, lesson observations/learning walks, books looks, pupil progress meetings and perception questionnaires to ensure that effective teaching, learning and assessment meets the needs of all pupils.

Challenges

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

Challenge number	Detail of challenge
1	Children have experienced two Government Lockdowns and these have had an impact on progress and attainment for our PP pupils.
2	Summer 2022 Teacher Assessment, 45% PP are at expected or above in their attainment for maths, therefore children need to make exceeding progress in order to raise attainment.
3	Summer 2022 57% PP are at expected or above in their attainment for reading, therefore children need to make exceeding progress in order to raise attainment.
4	Summer 2022 41% PP are at expected or above in their attainment for writing, therefore children need to make exceeding progress in order to raise attainment.
5	A higher % of PP children need to make exceeding progress in order to reach expected attainment or above.
6	Ensure that children are emotionally ready to access learning.

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
Children are emotionally ready to access learning.	An increased % of PP children are accessing learning and this is reflected in their progress and attainment data.
PP children make at least expected progress in Reading and a higher % make exceeding progress in this area.	Increased % of PP children making expected or exceeding progress in reading so that attainment is raised.
PP children make at least expected progress in Writing and a higher % make exceeding progress in this area.	Increased % of PP children making expected or exceeding progress in Writing so that attainment is raised.
PP children make at least expected progress in Maths and a higher % make exceeding progress in this area.	Increased % of PP children making expected or exceeding progress in Maths so that attainment is raised.

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: £38,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Two TAs employed to work in across the school delivering targeted intervention and support within the classes.</p> <p>£35,617</p>	<p>The Sutton Trust/EEF Toolkit states that 1:1 tuition can enable learners to catch-up with their peers. The Tool kit suggests that this is most useful when the input comes from the Teacher, but our TAs are carrying out interventions planned by the class teacher.</p> <p>Small group support helps children to address gaps in learning and make progress at an increased rate.</p>	1, 2, 3, 4, 5
<p>Use of ICT to support learning, particularly with reading, writing and maths.</p> <p>Purchased iPad apps, Times Tables Rockstars and Spelling Shed (available for parents to use with children at home).</p> <p>£583</p>	<p>The Sutton Trust/EEF Toolkit suggests that this is associated with moderate learning gains and should be used to supplement teaching rather than replace it.</p> <p>The use of Twitter/Tapestry will encourage parents to engage with their child's education and be aware of learning taking place at school.</p>	1, 2, 3, 4, 5
<p>Use of Pupil Asset across the school as an assessment and analysis of data tool.</p> <p>All Teachers are able to accurately track the progress and attainment of pupils leading to early identification of particular areas of need and intervention.</p> <p>£2,145</p>	<p>Accurate tracking of children will ensure that progress and attainment can be accurately tracked.</p> <p>All teachers know where their children are academically and intervention can be implemented promptly.</p>	1, 5

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

Budgeted cost: £5,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identified pupils take part in 1:1 intervention with a trained member of staff to develop their skills in RWI.</p> <p>£5,000</p>	<p>The Sutton Trust/EEF Toolkit states that 1:1 tuition can enable learners to catch-up with their peers. The Tool kit suggests that this is most useful when the input comes from the Teacher, but our TAs have been trained in the RWInc programme to the same level as our Teachers. Our Class Teachers also provide intervention to identified groups in their class.</p> <p>RWInc phonics 1:1 is used nationally.</p> <p>Historical data shows that our children make good progress by following this programme and achieve above nationally in to phonic screening check.</p>	3, 4
<p>All Teachers/Teaching Assistants will have access to training so that they have up to date knowledge of teaching phonics throughout the school.</p> <p>£200</p>	<p>The EEF Toolkit suggests that phonic approaches have been found to be effective in supporting young readers to master the basics of reading, with an average impact of additional four months progress and limited cost.</p> <p>If Teachers/TAs are trained to deliver RWInc phonics then they will have the confidence to deliver good/outstanding phonics lessons.</p>	1, 3, 4, 5

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

Budgeted cost: £32,955

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Support Team work with Identified vulnerable pupils to develop their confidence, attitudes and social skills so that they are in a position to maximise learning.</p>	<p>Other schools have had success with Nurture groups and Pastoral Support teams.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p>	1, 5, 6

£24,375	<p>Children have their basic needs met (Maslow, 1943) so they are able to focus on their learning needs.</p> <p>2020/21 pupil perceptions 75% of pupils said that they agreed/strongly agreed that how they feel effects their learning.</p>	
<p>Subsidiary support is available so that PP children can access a wide range of educational experiences and parents feel that their child is able to fully engage in school life without worrying about finances.</p> <p>£1,500</p>	<p>All children no matter what their background can access the curriculum and any learning opportunities offered.</p> <p>Research shows that overall children who have experiences of the wider world have higher aspirations than those that do not.</p>	1, 2, 3, 4, 5, 6
<p>Pupils in year 3 and 4 given the opportunity to learn a musical instrument (the drums and the guitar respectively.)</p> <p>£2,230</p>	<p>Children are given the opportunity to learn a musical instrument which involves commitment and the involvement of parents in their child's learning.</p> <p>Every child has the right to learn to play a musical instrument.</p>	6
<p>Parents invited to participate in Curriculum Focus days which help them to engage with the curriculum and spend time with their child/ren on a learning activity.</p> <p>£500</p>	<p>The Sutton Trust/EEF Toolkit suggests that increasing parental involvement in primary schools has on average 2-3 months positive impact.</p>	1, 5, 6
<p>Whole school reading prizes given to pupils to help engage and motivate them to become life – long lovers of reading.</p> <p>£2,350</p>	<p>Children being provided with an incentive to read can be positive contributing factor towards reading enjoyment.</p>	1, 3, 5
<p>Library books purchased and updated to engage and encourage reading.</p> <p>£2,000</p>	<p>Children being provided with an incentive to read can be positive contributing factor towards reading enjoyment.</p> <p>Research shows that children who are read to develop improved vocabulary and make better progress overall compared to those that are not.</p>	1, 3, 5

Total budgeted cost: £76,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Phonics

2021/22 36% of our disadvantaged pupils achieved the phonic screening check.
63% of our disadvantaged pupils achieved the phonic retakes in year 2.

2020/21 84% of Year 2 (100% PP) children achieved the phonic screening that they missed during Year 1 due to the Government Lockdown.

Maths Progress Data:

2021/22 73% expected 34% exceeding 100% combined

20/21 Teacher assessment 89% of children have made expected or exceeding progress in maths.
2019/20 Spring data (Teacher Assessment): 60.6% of children have made expected progress in maths.

2018/19 end of year: 65.6%

2017/18 End of year: 37%

Reading Progress Data:

2021/22 66% expected 48% exceeding 94% combined

2020/21 (Teacher Assessment) 95% have made at least expected progress.

2019/20 Spring data (Teacher Assessment): 72.7% of children have made expected progress in reading.

2018/19 end of year: 62.5%

2017/18 End of year: 33.3%

Writing Progress Data:

2021/22 75% expected 36% exceeding 98% combined

2020/21 (Teacher Assessment) 84% have made at least expected progress in writing.

2019/21 Spring data (Teacher Assessment): 81.8% of children have made expected progress in writing.

2018/19 end of year: 46.9%

2017/18 End of year: 29.6%

PST:

75% of pupils agreed or strongly agreed that the support from the PST has helped them with their learning.

Increases in attainment expected or above -

Maths - 2021/22 45% compared to 31% 2020/21

Reading - 2021/22 57% compared to 47% 2020/21

Writing - 2021/22 41% compared to 24% 2020/21

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars	TT Rockstars
Spelling Shed	Spelling Shed
Read Write Inc. phonics	Ruth Miskin RWInc

