



# Pupil Premium Strategy Statement - Astley Primary School

This statement details our school's use of pupil premium for the 2024 to 2025 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	200
Proportion (%) of pupil premium eligible pupils	52 (26%)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024–2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs J. Goakes
Pupil premium lead	Mrs F Anderson
Governor / Trustee lead	Mrs M Hodge

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,910.83
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£78,910.83

## Part A: Pupil premium strategy plan

*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 supports our children to empower and inspire every pupil to become empathetic and respectful lifelong learners. We provide a curriculum that is inclusive, ambitious and creative.*

*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.*

*26% of our pupils are eligible for Pupil Premium funding (FSM nationally is 24.6%), This is just below national, and this does not represent the number of families that do not fit the criteria for accessing this. Following recent cost of living increases, we have seen a rise in the number of families claiming Free School Meals and many families who try to access this support but are unsuccessful.*

*Key Principles*

*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.*

### Academic attainment in Reading

## Challenges

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

Challenge number	Detail of challenge
1	<b>Develop Phonics attainment – Phonics Year 1 check</b> 33% of Pupil Premium pupils achieved the phonic screening check in year 1 2024/25.
2	<b>Academic attainment in Maths</b> Summer 2025 Teacher Assessment, 40% PP are at expected or above in their attainment for maths, this is a downward trend from last year therefore children need to make exceeding progress to raise attainment.
3	<b>Academic attainment in Reading</b> Summer 2025 46% PP are at expected or above in their attainment for reading, this is a downward trend from last year therefore children need to make exceeding progress to raise attainment.
4	<b>Academic attainment in Writing</b> Summer 2025 10.4% PP are at expected or above in their attainment for writing, this is a downward trend from last year and therefore children need to make exceeding progress to raise attainment.
5	<b>Academic progress</b> A higher % of PP children need to make exceeding progress in order to reach expected attainment or above.
6	<b>Ensure that children are emotionally ready to access learning.</b> As a school we have introduced the Zones of Regulation to help develop children's emotional literacy.
7	<b>Attendance</b> We know that children need to be in school in order to learn and reach their potential. <i>“As poor attendance is habitual, prevention and early intervention is crucial. The key to this is regular data analysis to both identify and provide immediate additional support to pupils or pupil cohorts that need it.” DfE Working together to improve school attendance.</i> Attendance for our Pupil Premium children falls below the National Average which is at 91.4%. At Astley Primary School 5.1% are late and 25.42% are persistently absent.

## 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.
PP premium children make progress in line with non-PP pupils so that they achieve the phonic screening pass grade at the end of year 1	Increased % of PP children pass the phonic screening check at the end of year 1.
Pupil Premium pupils attendance is in line with National.	Increased % of PP children attending school regularly and on time.

## 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

Budgeted cost: £69,340.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs employed to support children in class, as well as pastoral support teacher working with vulnerable pupils to develop their confidence, attitudes and social skills so that they are in a position to maximise learning.	<p>Small group support helps children to address gaps in learning and make progress at an increased rate.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p>	1, 2, 3, 4, 5, 6

£64,140.83	Children have their basic needs met (Maslow, 1943) so they are able to focus on their learning needs.	
Use of ICT to support learning, particularly with reading, writing and maths.  Purchased iPad apps, Times Tables Rockstars	<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 X/Tapestry will encourage parents to engage with their child's education and be aware of learning taking place at school.</p>	2, 3, 4, 5, 6
Purchased SCARF to help deliver Life Skill lessons that enable children to become well-balanced individuals.  £450	The purchasing of SCARF will enhance our development of children's health and wellbeing through PSHE. It is a whole school approach that is used by over 2800 schools.	
SLT to complete additional training in area of attendance and behaviour, promoting better attendance for pupil premium children.  £250	Department for Education (DfE) research indicates that good attendance at school is a prerequisite to pupils' attainment, wellbeing and wider development. The pupils with the highest attainment at the end of key stage 2 (KS2) and key stage 4 (KS4) have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard. Norfolk attendance strategy in place to promote better attendance.	6,7
CPD for staff around Pupil Premium.  £1000.00	Staff training will enable them to have the knowledge to support pupil premium pupils.	2, 3, 4
Pathways package across the year £3,500	Engagement with Pathways to Write CPD for staff - this engagement and collaboration with other trust schools and staff will promote an increased understanding and engagement with the programme, and therefore this will promote improved outcomes.	2,3,4

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

Budgeted cost: £2,070

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>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>£2,070 on RWI portal access and development day package</p> <p>schools and collaboration across the year</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 the phonic screening check.</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>	3, 4

## Wider strategies

Budgeted cost: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>£2,000</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>Parents invited to participate in Curriculum Focus days which help them to engage with the curriculum and</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

spend time with their child/ren on a learning activity.  £1,000		
Whole school reading prizes given to pupils to help engage and motivate them to become life – long lovers of reading.  £2,000	Children being provided with an incentive to read can be positive contributing factor towards reading enjoyment.	1, 3, 5
Attendance prizes purchased to provide an incentive to come to school on time.  £500.00	Children being provided with an incentive to attend school on time can be positive contributing factor towards children coming into school.	7
Maths resources purchased to enhance use of CPA in maths lessons.  £1,000	Bruner (1966) stated that when pupils used the CPA approach, they were able to build on each stage towards a fuller understanding of the concepts being learnt and the information and knowledge were internalised to a greater degree.	2, 5
Books for children to read at home.  Books updated to engage and encourage reading to read at home  £1,000	Children being provided with an incentive to read can be positive contributing factor towards reading enjoyment.  Research shows that children who are read to develop improved vocabulary and make better progress overall compared to those that are not.	3, 5,

**Total budgeted cost: £78,910.83**

## 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 2024 to 2025 academic year.

2024-2025 (Year 1 of current strategy) – evaluation of disadvantaged attainment and Progress.

40% of year 1 disadvantaged pupils achieved the phonic screening pass rate. This is an increase of 6% from the previous year.

Out of the three disadvantaged pupils in year 2, who did not pass in year 1, one passed their phonic retake, meaning that 71% of year 2 disadvantaged pupils passed the check.  
Reading:

Class	% below	% expected+	% above expected
Lions	60% (3/5)	40% (2/5)	0%
Tigers	43% (3/7)	57% (4/7)	14% (1/7)
Turtles	56% (5/9)	44% (4/9)	11% (1/9)
Dolphins	42% (5/12)	58% (7/12)	8% (1/12)
Penguins	88.9% (8/9)	11.1% (1/9)	0%
Sharks	33% (2/6)	67% (4/6)	0%
Overall	54% (26/48)	46% (22/48)	6% (3/48)

Writing:

Class	% below	% ex- pected+	% above expected
Lions	100% (5/5)	0%	0%
Tigers	86% (6/7)	14% (1/7)	0%
Turtles	100% (9/9)	0%	0%
Dolphins	75% (9/12)	17% (2/12)	0%
Penguins	100% (9/9)	0%	0%
Sharks	67% (4/6)	33% (2/6)	0%
Overall	88% (42/48)	10% (5/48)	0% (0/48)

Maths:

Class	% below	% expected+	% above expected
Lions	40% (2/5)	60% (3/5)	0%
Tigers	71% (5/7)	29% (2/7)	0%
Turtles	56% (5/9)	44% (4/9)	11% (1/9)
Dolphins	50% (6/12)	50% (6/12)	8% (1/12)
Penguins	88.9% (8/9)	11.1% (1/9)	0%

Sharks	50% (3/6)	50% (3/6)	0%	
Overall	60% (29/48)	40% (19/48)	4% (2/48)	

Pastoral Support team continue to work with all pupil's including disadvantaged pupils to support them to be emotionally ready to access learning using the Zones of Regulation to develop emotional literacy.

## 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
Pathways to Write	The Literacy Company
Read Write Inc. phonics	Ruth Miskin RWInc
SCARF	Coram Education

