



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	209
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024–2025 – see evaluation section. 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£81,740.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£81,740.00
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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 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.

23% 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.

Challenges

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

Challenge number	Detail of challenge
1	34% of Pupil Premium pupils achieved the phonic screening check in year 1 2023/24
2	Summer 2024 Teacher Assessment, 35% 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	Summer 2024 37% 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	Summer 2024 35% 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	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.
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.

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: £41,109

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two TAs employed to work in across the school delivering targeted intervention and support within the classes. £35,600	<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
Use of ICT to support learning, particularly with reading, writing and maths. Purchased iPad apps, Times Tables Rockstars and Spelling Shed (available for parents to use with children at home). Purchased SCARF to help deliver Life Skill lessons that enable children to become well-balanced individuals. Purchased Pathways to Write and Cornerstones curriculum along with linked resources so teaching of English and Foundation subjects is consistent and well-planned with time taken to focus on content and progression. £3,364	<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>	1, 2, 3, 4, 5
Use of Pupil Asset across the school as an assessment and analysis of data tool.	Accurate tracking of children will ensure that progress and attainment can be accurately tracked.	1, 5

<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>All teachers know where their children are academically and intervention can be implemented promptly.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £6,000

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>£1,000</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: £34,491

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>£25,411</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> <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>	1, 5, 6
<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>£2,500</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>£1,000</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</p>	<p>Children being provided with an incentive to read can be positive contributing factor towards reading enjoyment.</p>	1, 3, 5

to become life – long lovers of reading. £1,350		
Library books purchased and updated to engage and encourage reading. £2,000	<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: £81,600

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)	
Overall	54% (26/48)	46% (22/48)	6% (3/48)

Writing:

Class	% below	% expected+	% 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)	
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.

46% are at expected or above in reading, this is an increase of 9% from last year (37% 2023-24).

40% are expected or above in maths, this is an increase of 5% from last year (35% 2023-24).

10% are expected or above in writing, this is a decrease of 25% from last year (35% 2023-24).

Raising attainment and exceeding progress remain a focus for 2025-26.

A particular focus for all cohorts in 2025-26 will be raising attainment in writing for disadvantaged pupils.

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

