

Pupil premium strategy statement 2022 - 2025

This strategic statement details our school's use of pupil premium funding to help improve the attainment and outcomes of our disadvantaged pupils over a 3 year period from 2022 – 2025.

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	Aldwyn Primary School
Number of pupils in school	420 (Reception – Y6)
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 2023/2024 2024/2025
Date this statement was first published	Autumn 2022
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Mr C Beaty
Pupil premium lead	Mrs J Clark
Governor / Trustee lead	Mrs J Atherley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£113,960

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting point and achieve high attainment, across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

At Aldwyn, our curriculum has been designed with the intention to develop the whole child. We aim to inspire our pupils, offering opportunities to enrich their learning experiences. Our aim is for all pupils to succeed in all aspects of their school life in order to drive their future ambitions in life.

Challenges

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

Challenge number	Detail of challenge
1	On entry assessments, observations, direct work with children and professional conversations indicate that many children enter EYFS with speaking and language skills lower than age-related expectations.
2	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations and their peers in phonics and reading.
3	Our assessment and observations indicate that the education and well-being of many of our disadvantaged pupil have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has led to significant knowledge gaps leading to pupils falling further behind age related expectations and their peers in maths.
4	Disadvantaged pupils generally have fewer opportunities to develop cultural capital enrichment outside school. Our aim is to provide rich opportunities that broaden life experiences, both inside and outside of school, which will disadvantaged pupils equity of cultural capital.
5	Attendance data for the last 3 years shows that there continues to be a 6% difference between the attendance of disadvantaged and non-disadvantaged pupils. Working alongside the EWO has improved attendance for targeted families; this improvement needs to be sustained.

	34% disadvantaged pupils have been persistently absent compared to 8% of non-disadvantaged children.
6	Our observations and discussions with families have identified an increase in social and emotional issues. These challenges particularly affect the attainment of disadvantaged pupils. Referrals for support have increased following the pandemic.

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
Improved oral language skills, vocabulary and understanding amongst disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident in informal conversations and discussions with pupils, formative and summative assessments.
Improved reading attainment among disadvantaged pupils.	Internal and external reading assessments will show an increased number of disadvantaged children attaining at least the expected standard at the end of KS2 by Summer 2025.
Improved maths attainment for disadvantaged pupils	Internal and external maths assessments will show an increased number of disadvantaged children attaining at least the expected standard at the end of KS2 by Summer 2025.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Pupils' attendance will be at or above national attendance. Families will be supported in maintaining good attendance. Children in disadvantaged groups will have sustained improved attendance.
To achieve and sustain improved mental health and emotional wellbeing for all pupils in school, particularly our disadvantaged pupils.	Children will be able to draw on strategies taught to support their mental health and emotional wellbeing. Qualitative data from pupil voice, pupil and parental surveys and teacher observations.
To provide rich experiences that broaden pupil interests in and out of school. Our disadvantaged pupils will increase their equity in cultural capital through enrichment experiences.	Increase attendance of disadvantaged pupils at: <ul style="list-style-type: none"> • After school clubs • Lunchtime clubs • Sports competitions • Educational trips and residential stays • Community events

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: £ 19,413

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Part time teacher employed to allow for reading leader release time to enable the subject leader to improve the delivery of high quality teaching in reading and phonics. Reading lead to assess, coach and to provide CPD for staff. £8230</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher, through CPD, is supported in delivering high-quality teaching of phonics and reading is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>EEF High Quality teaching EEF Phonics toolkit EEF Reading Support</p>	<p>1,2</p>
<p>Enhancement of our maths teaching and curriculum planning through the whole school use of Maths Mastery and White Rose classroom resources, CPD and online subscriptions. Teacher release time will be funded to access Maths Hub resources and CPD including Teaching for Mastery training. £11,183</p>	<p>The DfE non statutory guidance has been produced in conjunction with NCETM which draws on evidence-based approaches.</p> <p>The Education Endowment Fund guidance is based on evidence gathered from successful projects in school.</p> <p>EEF Improving maths in EYFS and KS1 EEF Improving maths at KS2</p>	<p>3</p>

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

Budgeted cost: £ 58,673

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Four part time Teaching Assistants employed to provide intervention support in KS1 & KS2 specifically to support phonics, reading and maths catch up. £34,358</p>	<p>Phonics and reading approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. EEF Phonics toolkit EEF Reading Support Reinforce calculation knowledge, address gaps then apply in context by teaching strategies for problem solving. Improving Mathematics in the Early Years and Key Stage 1 EEF Improving Mathematics in Key Stages 2 and 3 EEF</p>	<p>2,3</p>
<p>One part time teacher employed to deliver NELI and Welcomm early reading programmes in EYFS. Supply cover to enable staff to deliver the REAL project, early language skills for EYFS. Purchase support resources to use within EYFS related to the intervention projects. Release time to be given to teachers and teaching assistants for CPD and planning to deliver the resource to children. £9523</p>	<p>There is a strong evidence base that suggests that oral language interventions such as NELI and Wellcomm have a high impact on outcomes for children. EEF Oral Language EEF Phonics toolkit</p>	<p>1,2</p>
<p>Homework and school intervention support before and after school, cost of staffing and resources. £1600</p>	<p>EEF: Pupils eligible for free school meals typically receive additional benefits from homework. However, EEF surveys suggest that pupils from disadvantaged backgrounds are less likely to have a working space conducive to learning, have access to devices suitable for accessing learning.</p>	<p>2,3</p>

	Additional homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework and catch up provision.	
<p>Purchase Reading Plus, the online reading support programme, to support disadvantaged children with their reading development both during school time and at home.</p> <p>£6824.</p> <p>IT resources purchased and loaned to disadvantaged pupils to support home learning.</p> <p>£6368</p>	<p>Phonics and reading approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>EEF Reading Support</p> <p>EEF: Pupils eligible for free school meals typically receive additional benefits from homework. However, EEF surveys suggest that pupils from disadvantaged backgrounds are less likely to have a working space conducive to learning, have access to devices suitable for accessing learning.</p> <p>Additional homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework and catch up provision.</p>	2,4

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

Budgeted cost: £ 35,874

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To employ a counsellor one day per week from Off the Record to support emotional wellbeing of pupils.</p> <p>£7411</p>	<p>A child's mental health has an impact on their ability to thrive and achieve.</p> <p>The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes</p> <p>There have been many scholarly articles written with regards to the impact of covid-19 on the emotional wellbeing and mental health of children. Findings show that more children are struggling with mental health issues than prior to the pandemic and demand for support and services has greatly increased.</p>	5, 6
<p>To continue to buy in Tameside Education Welfare Officer service to support attendance</p>	<p>There is a strong correlation between attendance and outcomes for children and young people.</p>	5

<p>interventions and improvements with families in order for children to have the best opportunities to learn. £6993</p>	<p>The link between absence and attainment at KS2 and KS4 National data shows that disadvantaged children on average have a lower attendance rate than non-disadvantaged children. By working with the EWO service and closely with individual families, we are able to address and support some of the barriers to good attendance.</p>	
<p>Provide financial support to access a range of offsite trips and experiences to ensure disadvantaged children have shared experiences, enrichment and increase cultural capital. £3780</p>	<p>Wider enrichment provision offers opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. The application of noncognitive skills in the classroom may in turn have a positive effect on academic outcomes – EEF 2020.</p>	4,6
<p>To buy in a specialist Forest School teacher one day a week to work, to increase pupil confidence, communication, teamwork, problem solving and health experiences. £9750</p>	<p>Outdoor adventure provision offers opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. The application of noncognitive skills in the classroom may in turn have a positive effect on academic outcomes – EEF 2020.</p>	4,6
<p>Provide financial support to enable targeted disadvantaged pupils to access after school activities. £2100</p>	<p>Pupils benefit from the wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits such as improved attendance and engagement. Physical activity – EEF</p>	4,5,6
<p>Provide financial support to enable disadvantaged pupils to wear the correct school uniform and PE kit. £1340</p>	<p>Wearing school uniform can help to improve the ethos and behaviour of school pupils. School uniform – EEF</p>	5,6
<p>Contingency Fund for arising issues related to disadvantaged pupils. £4500</p>	<p>Based on previous experience, we have identified a need to set some funding aside so that we are able to respond quickly to issues that may arise.</p>	1,2,3,4,5,6

Total budgeted cost: £ 113,960

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 2023 to 2024 academic year.

At Aldwyn Primary School we strive to meet the individual needs of each pupil. We recognise that some pupils need additional support to achieve their full potential, others need challenge and extension. We have used our disadvantaged funding to enable us to increase our provision, to ensure that each child's needs are fully met.

Overall Outcomes 2024

Year 6

Subject	Pupil Premium Pupils	Non Pupil Premium Group
Reading	78%	79%
Writing	79%	81%
Maths	78%	83%
SPAG	78%	79%
Combined	74%	79%

Year 4 Multiplication Check

	Pupil Premium Pupils	Non Pupil Premium Pupils
Full Marks	37%	39%

Year 1 Phonics Screening

	Pupil Premium Pupils	Non Pupil Premium Pupils
Phonics Pass	100%	90%

EYFS Good Level of Development

	Pupil Premium Pupils	Non Pupil Premium Pupils
GLD Pass	68%	70%