

# Pupil premium strategy statement – Aldbury Church of England Primary and Nursery School

This statement details our school's use of pupil premium (and recovery 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	107
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024 2024-2025 2025-2026
Date this statement was published	4 <sup>th</sup> January 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Miss J Moore – Head teacher
Pupil premium lead	Mrs K Reid - SENDCo
Governor / Trustee lead	Mrs G Ledward

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,230
Recovery premium funding allocation this academic year	£1,000
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<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>	£20,230

## Part A: Pupil premium strategy plan

### Statement of intent

Our goal is for all students to make excellent progress and obtain high standards in all subject areas, regardless of their upbringing or obstacles. Our pupil premium strategy is centred on helping underserved students accomplish that objective, including advancement for those who are already high achievers.

We will consider the difficulties experienced by students who are at risk, like those who have been previously looked after and young carers. Whether or not they are disadvantaged, the objectives we have outlined in this strategy aim to meet their needs.

Our approach is centred on high-quality teaching, with particular attention to areas where disadvantaged students most need assistance. This will help the students in our school who are not disadvantaged while also having the biggest effect on reducing the achievement gap between disadvantaged and non-disadvantaged students. The goal of maintaining and raising non-disadvantaged students' achievement in tandem with their disadvantaged peers' is also rooted in the outcomes that are outlined below.

Our strategy will be adaptable to both typical problems and unique requirements, based on thorough diagnostic evaluation rather than conjecture about the impact of disadvantage. The methods we've chosen work well together to support students' success. In order to make sure they are successful, we will:

- Make sure students from disadvantaged backgrounds are given challenging tasks;
- Take prompt action to assist as soon as a need is recognised.
- Employ a whole-school strategy wherein all staff take responsibility for the performance of disadvantage students and raise the bar for what they can accomplish.

### Challenges

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

Challenge number	Detail of challenge
1	Our assessments (SDQ), observations and discussions with pupils and families indicate that self-esteem and aspirational thinking remain low

	amongst disadvantaged pupils and they continue to struggle to express themselves effectively
2	Internal and external assessments indicate that writing and reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils, maths attainment is below that of non-disadvantaged pupils.
3	Limited opportunities for enrichment
4	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been up to 6% lower than for non-disadvantaged pupils. 7 - 31% of disadvantaged pupils have been 'persistently absent' compared to 4 - 20% of their peers during the last 3 years. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Pupil voice will demonstrate that at least 95% of disadvantaged pupils feel safe in school and that they are happy.</li> <li>• a reduction of behaviour incidents reported for pupils in receipt of PPG.</li> <li>• Strengths and Difficulties Questionnaires show improvement of total difficulty scores and reduction in peer problems. Prosocial score improve.</li> <li>• Disadvantaged pupils continue to participate in enrichment activities both in and out of school.</li> </ul>
Improved Writing, Reading and Maths attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Internal data (and reportable data where pupil numbers allow) show that more than 80% of disadvantaged pupils meet the expected standard.</li> </ul> <p><i>Pupils with significant SEND needs will not be counted within this percentage.</i></p>

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%.</li> <li>the percentage of all pupils who are persistently absent being below X% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</li> </ul>
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## 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: £12,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Relevant training and resources to ensure high quality delivery of our Phonics scheme – Little Wandle	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</p> <p><a href="#">EEF</a> – Phonics, +5 months</p>	2
Relevant training and resources to ensure high quality delivery of our Maths curriculum inc. White Rose Maths	<p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening.</p> <p><a href="#">EEF</a> – Mastery learning, +5 months</p>	2
Ensure that subject leaders are able to access suitable training to enable effective leadership across all subjects and thus retain teacher expertise.	<p>Teacher retention has been a persistent challenge internationally and in England. Failure to recruit and retain qualified teachers may result in teacher shortage that has a negative effect on student learning.</p> <p><a href="#">EEF</a> – Leadership approaches</p>	2

Improve the quality of Social and Emotional Learning throughout the school, notable through embedding the Therapeutic Thinking approach and linking this to our PSHE curriculum. Encouraging children to be active in their response to other children's behaviour.	Effective Social and Emotional Learning can lead to learning gains. This is especially important for children from disadvantage backgrounds and other vulnerable groups. <a href="#">EEF</a> – Improving Social and Emotional Learning in Primary Schools, +4 months	1
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £1,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics and reading sessions targeted at pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks <a href="#">EEF</a> – Phonics, +5 months	2
Ensure that all pupils are able to access learning and thus think about their own learning more explicitly – training, use of Widigt symbols, metacognition strategies.	Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. <a href="#">EEF</a> - Metacognition, +8 months	1,2
Opportunities for all children to participate in collaborative activities - Forest School and Lego Club for example	A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. This is distinct from unstructured group work. <a href="#">EEF</a> – Collaborative Learning Approaches, +5 months	1, 3

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

Budgeted cost: £5,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support through funded places at breakfast club	There is some evidence that providing free... before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance. <a href="#">EEF</a> – Magic breakfast, +2 months	4
Creative activities designed to enhance the cultural capital of pupils delivered through extra-curricular clubs, visits and experiences.	Whilst these activities, of course, have important educational value in themselves... [this evidence] focuses on the benefits of arts participation for core academic attainment in other areas of the curriculum. <a href="#">EEF</a> – Arts Participation, +3 months	1, 3, 4
Providing motivational, high quality texts for children to share at home	Children benefit hugely from listening to family members reading aloud to them. <a href="#">The Reading Framework</a>	2, 3
Physical activities that engage and motivate children delivered through extra-curricular clubs.	Physical activity has important benefits in terms of health, wellbeing and physical development. <a href="#">EEF</a> – Physical Activity, +1 month	1, 3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £20,230**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our previous Pupil Premium Strategy had one year left to run before we needed to review it fully. Due to significant changes in the make up of the pupils in the school eligible for Pupil Premium time was spent in the Autumn term of 2023 to write a new plan for 2024 – 2027. The review below cover the outcomes from the previous plan.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

No pupils in Year 6 were in receipt of pupil premium

	Whole cohort EXS+ (89)	PP EXS+ (12)	Non-PP EXS + (77)	Difference
Reading	71.9%	58.3%	74%	- 15.7%
Writing	61.8%	41.7%	64.9%	- 23.2%
Maths	68.5%	58.3%	70.1%	- 11.8%

The data demonstrated that whilst there is a clear difference between attainment of those disadvantage and those who are not the gap is smallest in Maths. For those pupils who are not achieving the expected standard there are usually additional needs which impact on attainment e.g. SEND or safeguarding.

Based on the information above, the performance of our disadvantage pupils did not meet our expectations and has triggered the rewrite of the strategy plan.

Outcomes:

- To improve Language and Communication skills which will therefore feed into areas of the curriculum such as English

Language and Communication was successful for pupils in the Early Years, especially for disadvantaged pupils. All disadvantaged pupils met the expected standard at the end of Reception.

- For Pupils to progress through our reading, writing and maths curriculum

All children made progress in their learning last year, including disadvantaged pupils. The attainment level was not high enough for almost half of pupils. No disadvantaged pupils were assessed as working below their year group expectations and all were able to access the learning appropriate to their year group.

- To deepen the knowledge and skills of pupils that are currently progressing well through the curriculum.

Children speak knowledgably and positively about the wider curriculum. They are engaged in their learning and especially enjoy activities which bring learning to life and are creative.

- Vast majority of parents of our disadvantaged pupils are engaged and support their child with their home learning

Uptake of breakfast club and after school clubs was good and places were provided when requested for disadvantaged pupils. Books sent home ensured that children were reading and being read to.

- For our disadvantaged children to feel a high level of self efficacy and therefore feel empowered to achieve anything

Some pupils still struggle to think aspirationally about their learning and their future in education. They are better able to talk about their strengths and their abilities and they are able to talk about what makes them special. The next step is to help pupils to see the purpose of their talents and to make the most of them.