

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 (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	4 th 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	£19,240
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
Total budget for this academic year <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>	£20,240 24-25 £17,618 23 - 24

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	We want to ensure that all pupils, including those eligible for Pupil Premium, have equitable access to enrichment opportunities that support their academic, social and emotional development.
4	<p>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.</p> <p>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.</p>

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"> • Pupil voice will demonstrate that at least 95% of disadvantaged pupils feel safe in school and that they are happy. • a reduction of behaviour incidents reported for pupils in receipt of PPG. • Strengths and Difficulties Questionnaires show improvement of total difficulty scores and reduction in peer problems. Prosocial score improve. • Disadvantaged pupils continue to participate in enrichment activities both in and out of school.
Improved Writing, Reading and Maths attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • Internal data (and reportable data where pupil numbers allow) show that more than 80% of disadvantaged pupils meet the expected standard. <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"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-

	<p>disadvantaged peers being reduced by 10%.</p> <ul style="list-style-type: none"> the percentage of all pupils who are persistently absent being below 90% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
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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: £11,700 (58%)

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	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. EEF – Phonics, +5 months	2
Relevant training and resources to ensure high quality delivery of our Maths curriculum inc. White Rose Maths	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. EEF – Mastery learning, +5 months	2
Ensure that subject leaders are able to access suitable training to enable effective leadership across all subjects and thus retain teacher expertise.	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. EEF – Leadership approaches	2
Improve the quality of Social and Emotional Learning throughout the school, notable through	Effective Social and Emotional Learning can lead to learning gains. This is especially important for children from disadvantage backgrounds and other vulnerable groups.	1

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.	EEF – Improving Social and Emotional Learning in Primary Schools, +4 months	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £3,640 (19%)

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 EEF – 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 Widgit 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. EEF - 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. EEF – Collaborative Learning Approaches, +5 months	1, 3

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

Budgeted cost: £4,900 (24%)

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. EEF – 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. EEF – 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. The Reading Framework	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. EEF – 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

The Pupil Premium Strategy has been in place for just under a year, following an early review to ensure that the objectives were appropriate and met the needs of our current, disadvantaged pupils.

Two pupils in Year 6 were eligible for pupil premium and both were also identified as having Special Educational Needs. In order to ensure that their results are not identifiable we have not reported on their progress specifically.

In school data shows:

	Whole cohort EXS+ (89)	PP EXS+ (14)	Non-PP EXS + (75)	Difference
Reading	82% ↑	78.6% ↑	82.7% ↑	- 4.1↓
Writing	74.2% ↑	50% ↑	78.7% ↓	- 28.7% ↓
Maths	79.8% =	71.4% ↑	81.3% ↓	- 9.9% ↓

Our internal data shows that the attainment of pupils eligible for PPG has increased and the gap has reduced between those pupils and those not eligible for PPG.

In relation to progress against the specific outcomes

Outcomes:

- To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

So far the impact of the strategy is in its early stages. All pupils eligible for PPG are assessed annually against the strengths and difficulties questionnaire. 73% of pupils showed improved scores or their scores remained static.

The PSHE curriculum and the approach to behaviour management ensure that all pupils are treated with equity and consistency. We continue to encourage children to be active in their response to the behaviour of their peers – encouraging positive conflict resolution where possible. Forest School is popular with both pupils and families and this approach, we feel, has a significantly positive impact on pupil wellbeing. We have begun to tailor this offer to provide more targeted support to pupils, calling this Outdoor Holistic Learning. We are able to look at the specific strengths and difficulties of children and tailor a small group to try and improve individual wellbeing.

Whilst extra curricular club uptake across the school has dropped we continue to support our disadvantaged pupils to attend sessions that are of interest or would support improved attendance. We have honoured all requests.

- Improved Writing, Reading and Maths attainment among disadvantaged pupils.

Data above shows a positive picture for outcomes for disadvantaged pupils. The Little Wandle phonics scheme is becoming embedded in the school and the approach to teaching is robust and consistent across classes. More work is needed to ensure that the delivery of reading lessons is timely and regular to ensure that the skills of fluency, comprehension and prosody are taught from the earliest stages.

Our Maths scheme is robust and ensures coverage. We are supplementing this with additional arithmetic practice to ensure that skills are revisited regularly and are quickly retrievable to support reasoning and problem solving.

- To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Attendance is above the national average at 94.4% for pupils of compulsory school age yet not yet good enough. Pupils who are eligible for pupil premium have significantly lower attendance than their non-disadvantaged peers at 90.62%. The group that this applies to is small and the County attendance team have provided support to specific families in need. Offering places and provision to pupils such as breakfast club or extra curricular clubs is not yet having a significant impact.