

Pupil premium strategy statement: Astwood Bank Primary School 2024/25



1. Summary information					
School					
Academic Year	2024/2025	Total PP budget	£49,605	Date of most recent PP Review	Sept 2024
Total number of pupils	402	Number of pupils eligible for PP	34 = 8%	Date for next internal review of this strategy	Sept 2024

2. Current attainment		
English Reading	<i>Pupils eligible for PP (8% of the cohort inc. disapplied children)</i>	<i>All Pupils</i>
% achieving below EXS at the end of Year 6 2024 (Teacher Assessment)	60%	16%
% achieving EXS at the end of Year 6 2024	40%	84%
% achieving GDS at the end of Year 6 2024	0	22%
English Writing	<i>Pupils eligible for PP</i>	<i>All Pupils</i>
% achieving below EXS at the end of Year 6 2023 (Teacher Assessment)	60%	18%
% achieving EXS at the end of Year 6 2023	40%	82%
% achieving GDS at the end of Year 6 2023	0	6%
Maths	<i>Pupils eligible for PP</i>	<i>All Pupils</i>
% achieving below EXS at the end of Year 6 2023 (Teacher Assessment)	60%	21%
% achieving EXS at the end of Year 6 2023	40%	79%
% achieving GDS at the end of Year 6 2023	0	22%

3. Barriers to future attainment (for pupils eligible for PP including high ability)

Current Academic Year 2023/24

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	School-wide data has identified that reading attainment is lower for pupils eligible for PP than for other pupils, particularly in KS2.
B.	The school has identified that a large proportion of PP children are also known to have individual needs (SEND) – this can impact on the rate of progress made in certain subjects.
C.	The school has identified that demand for wellbeing and nurture intervention is greater across the school, with PP children often showing a greater need than other pupils. Reduced wellbeing impacts on progress and attainment.

External barriers (issues which also require action outside school, such as low attendance rates)

D.	The school has identified & tracked lower attendance rates for some pupils eligible for PP. This reduces their school hours and can cause them to fall behind on average.
-----------	---

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improvements in progress & attainment in reading – especially for PP children – measurable through teacher assessment.	<p>Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.</p> <p>PP children who might be tracked at below ARE are given the support needed to meet the standard.</p>
B.	Good level of progress and attainment for PP children. Measured by teacher assessments, standardised tests and successful moderation practices established.	PP children, who also have individual needs (SEND), show equal progress and attainment compared with other children. Pupils eligible for PP identified as SEND make as much progress as ‘other’ pupils identified as SEND, across both key stages in maths, reading and writing.
C.	Good progress is made across the curriculum, by PP children, measurable by attainment (in standardised tests) and teacher assessment (influenced by questioning and ongoing summative assessment). Attitudinal data (through RISE assessments) will also provide measurable evidence for whether actions are leading to good wellbeing. Attitudinal data will come about following family support.	Children in school, particularly those PP children, show consistently good or raised levels of confidence and self-esteem, which leads to good progress and attainment in the classroom. Nurture Groups (and other wellbeing initiatives) show that attitudes to learning are healthy and staff report that PP children are displaying an enjoyment of school.
D.	Increased attendance rates for pupils eligible for PP.	Reduce absence rate among pupils eligible for PP to 10% or below. Overall PP attendance improves – measurable via Arbor MIS.

5. Planned expenditure

Academic year 2023/24

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Quality of Education / Targeted Support / Wider Strategies

Desired outcome	Chosen action / approach / cost	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
<p>A. Improved reading attainment for those PP children in KS2.</p>	<p>Senior leaders and trustees have set aside £4000 (from PPG) for supporting materials and books to support reading skills.</p> <p>Staffing costs for interventions and reading. £12,000</p>	<p>The school recognises that, through initial phonics screening, baselines, phonics screening and ongoing assessment, PP children are not always showing the same level of progress in reading or phonics. By equipping teachers with the right resources, (Reading eggs, Nesy and Rapid reading computer based programmes) materials and staffing arrangements, the school will work towards giving those PP children the opportunity to make equal progress to their non PP counterparts with daily reading and interventions.</p>	<p>The basis of QA will be pupil progress meetings and frequent dialogue between school leaders and those who are teaching children in receipt of PP. Both summative and formative assessment will provide valuable information about how children are progressing. Data drops from teaching staff will enable leaders to track progress and attainment by PP children across the school. Observations and learning walks will form part of the monitoring arrangements.</p>	<p>Senior Leaders</p>	<p>January 2025</p>
<p>B. Good level of progress being made in English reading, writing and mathematics by PP children across the school.</p>	<p>Senior leaders and trustees have earmarked a proportion of the PP grant to support mathematics teaching, across the school. This includes releasing a specialist teacher for one day per week, to lead positive change across the school, has been budgeted at £12,000 for the year.</p> <p>Trustees and senior leaders will also make use of £10,000 to provide additional support and intervention for children via TA intervention.</p>	<p>In many cases, PP children are also being monitored for SEND. Like all children recognised as having additional needs, our PP children receive additional support in some capacity; however, the school recognises that PP children have the opportunity to make equally good progress as their non PP peers.</p>	<p>As mentioned above, the basis of QA will be pupil progress meetings and frequent dialogue between school leaders and those who are teaching children in receipt of PP. Both summative and formative assessment will provide valuable information about how children are progressing. Data drops from teaching staff will enable leaders to track progress and attainment by PP children across the school.</p> <p>The school's SENDCo will also play an important role in monitoring progress made by PP children who are also identified as having individual educational needs.</p>	<p>Senior Leaders</p> <p>Middle Leaders (subject specific)</p> <p>SENDCo</p>	<p>Termly data drop</p> <p>January 2025</p>

<p>C. Good level of progress influenced by good wellbeing and family support.</p>	<p>PP children to receive subsidised extra-curricular activities, residential activities, school uniform, stationery, revision guides and so on (£1500)</p> <p>In some cases, laptops can/will be provided for those children eligible for PPG. Approx.£250 per laptop (dependent on circumstances).</p> <p>Family Support Worker (£9,000)</p>	<p>Staff across the school have identified the impact that good wellbeing and positive home circumstances has on children's progress and enjoyment of school – particularly those children recognised as PP.</p> <p>Teachers acknowledge that wellbeing plays a part in promoting good levels of progress.</p> <p>Staff training has highlighted the significant role that teachers play in maintaining a healthy school environment and so wellbeing representatives will continue to support all children – particularly our PP children.</p> <p>Additionally, family support is offered as an 'early help' initiative, particularly for those families offered PP.</p>	<p>Pupils across the school complete an individual RISE assessment, which teachers and school leaders can refer to when seeking to address the needs of every class. This process will also include a specific focus on PP children, with leaders looking at whether PP children are showing a healthy level of wellbeing. Resources can be deployed in one of two ways. Targeted support can be delivered to those PP children who display lower wellbeing scores, or wellbeing 'ambassadors' can provide group level intervention and support to address the needs of multiple individuals. In some cases, where it is agreed that a different skillset is required, a proportion of the PPG can be spent on the expertise of outside agencies or the school's family support worker.</p>	<p>Senior Leaders</p> <p>Deputy Head</p> <p>SENDCo</p>	<p>January 2025</p>
<p>D. Increased attendance rates for pupils eligible for PP.</p>	<p>Staff time will be allocated to monitoring attendance, liaising with parents and staff, and promoting good attendance by all children (particularly those in receipt of PPG).</p>	<p>Attendance at ABPS is excellent. Analysis of the school's MIS reveals a decrease in attendance of some PP children. As a result, efforts will be made maintain the high attendance across the school and to either raise or sustain a good level of attendance of those children who fit within PP. Supporting attendance might require the expertise of the school's family support worker.</p>	<p>Senior leaders have access to a comprehensive MIS & CPOMS which can provide 'live' attendance data across the school. Senior leaders have the time to analyse data and act on lower attendance if required.</p>	<p>Headteacher & Deputy Headteacher</p>	<p>'Live' & Ongoing via MIS</p>

Total budgeted cost £49000

A centre of learning and opportunity

6. Review of expenditure from 2022/23

Previous Academic Year 2023/24

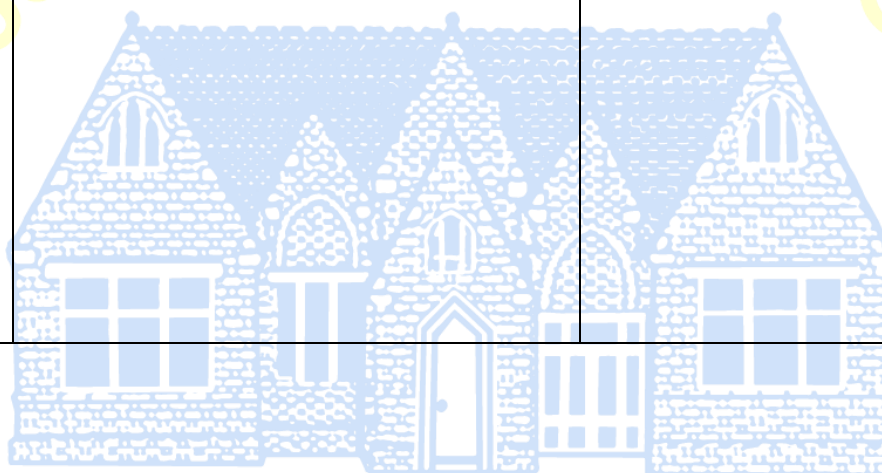
i. Quality of teaching for all

Desired outcomes	Chosen action/approach	Estimated impact: Did we meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether we will continue with this approach)	Cost
<p>A. Improvements in progress & attainment for GPVS and oral literacy – especially for PP children – measurable through teacher assessment and standardised assessment.</p>	<p>£5500 (from PPG for books matched to the phonics scheme and accompanying resources). By equipping teachers with the right resources, materials and staffing arrangements, the school worked towards giving those PP children the opportunity to make equal progress to their non PP counterparts in GPVS.</p> <p>PP children who might be tracked at below ARE are given the support needed to meet the standard with interventions.</p>	<p>Pupils eligible for PP made progress by the end of the year shown in writing and phonics assessments across the school.</p> <p>GPVS resources and training built on existing skills and promoted teacher subject knowledge and pedagogy.</p>	<p>Continue with interventions for PP children who are not working at age related expectations.</p> <p>Standards have shown that we need to support the gaps in Key Stage 2 with reading interventions.</p>	<p>£6500 for resources</p> <p>£6000 – for intervention staffing</p>

A centre of learning and opportunity

<p>B. Good level of progress being made in English reading, writing and mathematics by PP children across the school.</p>	<p>Senior leaders and trustees earmarked a proportion of the PP grant to support mathematics interventions, across the school, particularly in UKS2. This was budgeted at £7,000.</p>	<p>An impact was shown with a rise from 63% to 73% of children reaching ARE in Maths in June 2023. Other assessments show improvements in mathematics across the school.</p>	<p>Standards have shown a need for increased arithmetic in Key Stage 2, particularly upper Key Stage 2.</p>	<p>£7,000</p>
---	---	--	---	---------------

Astwood Bank Primary School



A centre of learning and opportunity

C. Good level of progress influenced by good wellbeing.	Wellbeing training for senior leaders (Senior Mental Health Lead) budgeted at £2000	Effective training to support well-being across the school with a designated senior mental health lead.	RISE has provided a good well-being check and targeted areas for support. We appointed some support for upper Key Stage 2 interventions.	£2000
	Wellbeing trained support staff to deliver school-wide wellbeing support for all pupils – particularly those eligible for PP £15,500	Unfortunately, due to staff absence these staff had to be deployed elsewhere, so well-being (although a priority) was delivered but on a smaller scale. <u>Therefore, during 2022/23 this action was carried forward.</u>	Going forward we recognise the need for Family support for the well-being of families.	£7,500
	PP children to receive subsidised extra-curricular activities, residential activities, school uniform, stationery, revision guides and so on. In some cases, laptops can/will be provided for those children eligible for PPG. Approx.£250 per laptop (dependant on circumstances).	This supports PP children to access extra - curricular activities and have good well-being. Separate funding was sourced to provide laptops for PP children.		



A centre of learning and opportunity

<p>D. Increased attendance rates for pupils eligible for PP.</p>	<p>Staff time allocated to monitoring attendance, liaising with parents and staff, and promoting good attendance by all children (particularly those in receipt of PPG).</p>	<p>Some PP pupils have increased attendance.</p>	<p>CPD on tackling attendance issues for those who are persistent absentees and where this has not improved through parent partnership and support.</p>	
--	--	--	---	--

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did we meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether we will continue with this approach)	Cost
<p>PP children, show consistently good or raised levels of confidence and self-esteem, which leads to good progress and attainment in the classroom.</p>	<p>PP children to receive subsidised extra-curricular activities, residential activities, school uniform, stationery, revision guides and so on.</p> <p>In some cases, laptops can/will be provided for those children eligible for PPG. Approx.£250 per laptop (dependant on circumstances).</p>	<p>Targeted support for extra-curricular activities etc to support self-esteem and extra support can be delivered to those PP children who display lower wellbeing scores.</p>	<p>Ongoing</p>	<p>See above (£8000)</p>

Bank Prima

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did we meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether we will continue with this approach)	Cost
Support the progress of those pupils who display the potential affects of reduced schooling during the pandemic.	Interventions based provision – employing specific staff to operate interventions during the academic year.	Medium/high: positive impact for most students where individual needs could be met.	Teachers were able to provide intervention staff with results from their gap analysis, which in turn informed the provision taking place in school. The impact was clear, so the school will aim to continue this in the next academic year.	See above (£7,000)
Total spend 2023/2024 = £39,935				



A centre of learning and opportunity