

# Pupil premium strategy statement – Aycliffe Drive Primary 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	328
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2022/23
Date this statement was published	1 <sup>st</sup> December 22
Date on which it will be reviewed	1 <sup>st</sup> November 23
Statement authorised by	M. Green
Pupil premium lead	S.Eyles
Governor / Trustee lead	P.Gent

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,840 plus £2345 LAC PP Plus
Recovery premium funding allocation this academic year	£10,440
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£111,970

# 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 and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have social needs and are working with children's services. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the disruption to education during the last three academic years, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<ul style="list-style-type: none"> <li>Reasoning in Maths: As a result of pupil voice, it was identified that pupils still struggle with the language of reasoning questions. This has been reflected in recent KS assessments.</li> </ul>
2	<ul style="list-style-type: none"> <li>Reading: Sentence structure and vocabulary knowledge continue to be poor amongst some disadvantaged pupils. Work continues on reading, including guided reading, monitoring of pupils reading at home and at school, and the updating of reading books across the school.</li> </ul>
3	<ul style="list-style-type: none"> <li>Writing: Monitoring of writing has shown disadvantaged pupils continue to find sentence construction and grammar difficult – in part due to poor language skills. This has been reflected in both KS1 and 2 SATs assessments.</li> </ul>
4	<ul style="list-style-type: none"> <li>Pupils in KS1 at greatest disadvantage as a result of disruption in nursery and reception years.</li> </ul>
5	<ul style="list-style-type: none"> <li>There is a high level of social care needs amongst some families where children are eligible for Pupil Premium, resulting in emotional needs, reduced ability to support children at home and little access to enrichment activities. Shutdown of schools in 2020 and 2021 added to these issues. Identified areas of need following second lockdown including maths fluency, spelling and handwriting, and sentence structure.</li> </ul>
6	<ul style="list-style-type: none"> <li>Poor language skills within the home impact on spoken and written language at school.</li> </ul>
7	<ul style="list-style-type: none"> <li>Attendance of a small group of disadvantaged and vulnerable families remains below national expectations.</li> </ul>
8	<ul style="list-style-type: none"> <li>Covid 19 has shown increased levels of anxiety amongst all pupils, but particularly those who are disadvantaged.</li> </ul>

## 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
Improve progress in maths and close the gap between disadvantaged pupils and peers, both within school and nationally	As a result of significant and continuing work on reasoning as part of maths fluency, PPG pupils across the school achieve expected and accelerated progress in maths, closing the gap between themselves and their peers and improving attainment.

<p>Improved reading and comprehension provision across the school resulting in an improvement in attainment.</p>	<p>Progress achieved in 2022 is maintained and continues across the school. There continues to be a significant improvement in pupils' access to appropriate reading and comprehension materials resulting in expected and accelerated progress being made in all year groups by PPG pupils, closing the gap even further.</p> <p>Texts used by class teachers are consistent with age related expectations and provide progress across the school.</p> <p>All pupils are reading independently or to an adult as part of home learning.</p> <p>PPG pupils make expected progress in reading.</p>
<p>Improved attainment and progress in maths as a result of targeted support</p>	<p>PP pupils are given effective support in the provision of maths</p> <p>The proportions of pupils making expected progress and exceeding expected progress is good</p> <p>Gaps are closing between PPG pupils and non PPG pupils within the school.</p> <p>Reasoning sessions across the whole school are embedded as part of maths fluency and main teaching.</p>
<p>Improvement in attainment in writing across the school</p>	<p>PPG pupils achieve expected and accelerated progress in writing through an improved understanding of writing structures, closing the gap between themselves and their peers</p>
<p>Staff are held to account over provision for disadvantaged pupils</p>	<p>All pupils entitled to pupil premium will make good or better progress</p> <p>The attainment of pupils entitled to pupil premium will be in line with or better than other pupils</p> <p>Termly analysis of data will indicate that the gap is closing for pupils entitled to Pupil Premium</p> <p>Tracking of Pupil Premium will clearly identify spend and the impact on outcomes for pupils</p>
<p>Improvement in attendance for disadvantaged pupils</p>	<p>Steps taken improve attendance for those children where it is an issue.</p>

	<p>There is an improvement in their attendance across the 2022/23 academic year.</p>
<p>Pupils in the most disadvantaged households can reach their full potential.</p> <p>Social and emotional issues can reach their full potential.</p>	<p>Families in need are either supported by us or given the tools to find support elsewhere.</p> <p>Pupils with specific social and emotional issues are given support and there is a reduced barrier to their learning. Children are able to reach their potential - make expected progress – and possibly accelerated progress.</p> <p>Extended opportunities are provided to help working families (breakfast club, sports and activities clubs)</p>
<p>To improve the cultural capital for pupils to enable them to reach their full potential.</p>	<p>Outdoor opportunities for all areas of the curriculum are provided to reinforce learning, including forest school</p> <p>cultural experiences for PPG children are improved</p> <p>Provision of a wide range of activities broadens their cultural experience and understanding of foundation subjects e.g. history</p> <p>Progress is improved because of better speech and language, including improved vocabulary.</p> <p>Children can reach their potential - make expected progress – and possibly accelerated progress.</p>
<p>Progress for SEND PPG pupils is in line with their peers.</p>	<p>Pupils who are both PP and SEND are not at an adverse disadvantage to their peers and are making expected progress</p> <p>Provision is appropriate and focussed from a secure baseline.</p>

## 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: £44,788

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued daily reasoning practice as part of maths fluency</p> <p>Regular diagnostic assessment to support and encourage progress</p> <p>Use of Destination questions as part of HFL maths</p>	<p>Review meetings with teachers indicate lower reasoning skills for many disadvantaged and other pupils.</p>	<p>1</p>
<p>Staff to regularly monitor the reading material that their pupils are accessing</p> <p>Across the school there is an expectation that pupils read at least 3 times a week at home. To be monitored by teaching staff.</p> <p>Regular use of comprehension materials to improve understanding of questioning.</p> <p>Redesigned English curriculum implemented that includes a wide variety of age-appropriate texts across the school</p> <p>Guided reading sessions in all classes to include challenging texts and reading fluency techniques, and focussed questioning.</p>	<p>Staff to regularly monitor the reading material that their pupils are accessing</p> <p>Across the school there is an expectation that pupils read at least 3 times a week at home. To be monitored by teaching staff.</p> <p>Regular use of comprehension materials to improve understanding of questioning.</p> <p>Redesigned English curriculum implemented that includes a wide variety of age-appropriate texts across the school</p>	<p>2</p>

<p>Staff complete provision maps for PP pupils  PP lead monitors interventions and data to ensure they are effective  PP meetings take place in the spring term to discuss provision</p>	<p>Identification and monitoring of provision is needed to ensure provision is effective.</p> <p>Regular analysis of interventions and teaching to ensure its effectiveness.</p> <p>Learning continues to be affected by the extended length of time pupils have been out of school, and absences due to covid 19</p>	1 to 8

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

Budgeted cost: £22,394

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths targeted intervention groups for pupils at risk of not achieving ARE</p>	<p>As a result of pupil voice, it was identified that pupils still struggle with the language of reasoning questions. This has been reflected in recent end of KS assessments.</p>	1
<p>Small, focussed groups used to support writing. Close work with a focus on basic skills as a priority</p>	<p>Monitoring of writing has shown disadvantaged pupils often find sentence construction and grammar difficult – in part due to poor language skills.</p> <p>Writing was well below national in both key stages in end of key stage assessments.</p>	3
<p>Daily reading and reading groups supported by specialist staff and TA</p>	<p>Disadvantaged pupils are not accessing texts sufficiently challenging for their age group and expectations.</p> <p>Reading is not consistently carried out at home in comparison with their peers. This affects development of language and writing.</p>	

<p>Employment of specialist SEND teacher to support <b>INCO</b></p> <p>Termly reading tests and analysis (SEND)</p> <p>Implementation of maths assessments (SEND)</p> <p>Speech and language screening tool in foundation stage, and in other year groups where appropriate</p>	<p>SEN disadvantaged pupils who are also SEND need extra consideration to ensure they are making good and outstanding progress</p> <p>Summer assessments show SEND pupils not making expected progress in writing and maths at the end of KS2</p>	<p>1, 3</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £44,788

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Meetings between parents and the Head around attendance.</p> <p>Assemblies and work in class on the importance of attendance</p> <p>Parents contacted if attendance drops below 95%</p> <p>Class attendance cup</p> <p>Rewards for good attendance</p> <p>Work with County attendance officer</p>	<p>The gap between PPG pupils and their peers in attendance remains significant.</p> <p>PP pupils particularly affected by Covid absence</p>	<p>7</p>
<p>Employment of a full-time pastoral support workers to work with vulnerable pupils and their families</p> <p>Pastoral workers to provide services such as protective behaviours</p> <p>Counselling</p>	<p>social and emotional problems continue to be a significant barrier to learning</p>	<p>5 8</p>



<p>Draw and talk etc often as a direct result of work alongside CSF</p> <p>Provision of lunchtime clubs</p>		
<ul style="list-style-type: none"> <li>• Extra-Curricular Opportunities. To provide a practical focus for learning that will help improve opportunities for disadvantaged children to study the real world</li> <li>• Purchase of special activities such as archery, visiting theatre groups and science workshops</li> <li>• Herts music school singing and ukulele lessons in KS2</li> <li>• Take One Picture work with National Gallery</li> <li>• After school clubs other than those provided by sports funding – discovery, choir, gardening</li> </ul>	<p>There remains a cultural gap between PPG pupils and other pupils</p> <p>Extra-curricular activities provide opportunities to improve language skills and enrich the teaching of foundation subjects.</p>	<p>5 6</p>

<p>Full time forest school leader for delivery of the curriculum outdoors</p> <p>Provision of a wide range of activities to broaden their cultural experience and understanding of foundation subjects e.g. history is invaluable</p>	<p>Forest school continues to provide outdoor opportunities for all areas of the curriculum to reinforce learning</p> <p>Improved cultural experiences for PPG children are a key part of forest school</p>	<p>5 6</p>
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**Total budgeted cost: £ 111,970**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Data from monitoring, tests and assessments show that disadvantaged pupils in KS2 made above expected progress in both maths and reading. However, progress in writing was below expected.

There is, however, a wide gap between PP eligible pupils and their peers in writing and maths, in attainment. The gap is for smaller in reading. Work scrutiny identified weaknesses in sentence structure and lack of adventurous vocabulary in many disadvantaged pupils.

Data from monitoring, tests and assessments show that disadvantaged pupils across KS1 are doing less well than peers. However, pupils who left KS1 this summer did less well than their peers in maths and phonics, however, there was no gap in reading, and in writing Pupil Premium pupils did better at the end of the key stage.

Provision reviews currently show that the majority of PP pupils, are working at below age related.

There was a clear increase in the number of pupils needing emotional support during the last academic year.

Attendance for disadvantaged pupils was 3% lower than attendance for pupils as a group.

### Externally provided programmes

None Used