

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	335
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-24 to 2026-27
Date this statement was published	
Date on which it will be reviewed	September 24
Statement authorised by	K Fitzsimmons
Pupil premium lead	M Green
Governor / Trustee lead	P. Gent

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,434 plus 2,050 LAC PP+
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	
Pupil 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>	£ 128,963.00

Part A: Pupil premium strategy plan

Statement of intent

At Aycliffe Drive we believe that all pupils, irrespective of their background or the challenges that they face should make good progress and achieve high attainment across all subject areas as the foundations laid can impact on children's attitudes towards learning for the rest of their lives. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal (We include those who are and those who are not in receipt of PP funding)

Our children are at the centre of everything that we do and their needs inform the design of our high quality curriculum. We want all children, from all backgrounds, to have high aspirations for themselves and their future. We intend that with high quality teaching, SEND and SEMH support that all children who leave Aycliffe Drive have overcome their particular barriers to their learning.

We have identified a variety of barriers to our children's learning that include poor vocabulary, low attendance, and phonics/ reading, SEND, cultural capital and SEMH.

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.

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	At Aycliffe Drive, our assessment, observation and discussion with our pupils across all key stages tell us that there a progress and attainment gap in Reading and phonics for disadvantaged pupils in our school, although the gap closes rapidly as the children move through the school. We recognise that reading is the key to unlocking learning in all subjects.
2	In 2023, data at the end of KS1 showed a significant gap between disadvantaged and non-disadvantaged pupils in Maths. However, 77% of disadvantaged pupils in year 6 were working at or above the maths standard 60% which is 17% above national. 23% of disadvantaged pupils were working at a higher standard compared to the 12% nationally. As a result of pupil voice, it was identified that pupils (particularly by those in KS1 and early KS2) struggle with the language of reasoning questions. This has been reflected in the key stage assessments.

3	At Aycliffe Drive our assessment, observation and discussion with pupils across all key stages tell us that there is a gap between disadvantaged pupils and their peers related to understanding and using age-appropriate vocabulary. We recognise that, across all key stages, understanding and using words is essential in accessing learning in all subjects.
4	There is a high level of social care needs amongst some families where children are eligible for Pupil Premium, resulting in SEMH (Social, Emotional Mental Health issues), reduced ability to support children at home and little access to enrichment activities. Since covid 19 there has been a significant increase of levels of anxiety amongst all pupils, but particularly those who are disadvantaged.
5	At Aycliffe Drive our assessment, observation and discussion with pupils across all key stages tell us that there is a gap between disadvantaged pupils and their peers related to attendance. We recognise the impact that missed learning has on progress and attainment.

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
All children from disadvantaged backgrounds (individual needs permitting) will reach age-related expectations in each year group in reading/phonics.	All pupils at the end of Reception will reach the expected standard for Literacy. All pupils will pass the phonics screening at the end of Year 1. All pupils will reach the expected standard for reading at the end of Key Stage 2.
All children from disadvantaged backgrounds (individual needs permitting) will reach age-related expectations in each year group in Maths.	All pupils at the end of Reception will reach the expected standard for Maths. All year 4 pupils will pass the Multiplication Test. All pupils will reach the expected standard for Maths at the end of Key Stage 1 and Key Stage 2.
All children from disadvantaged backgrounds (individual needs permitting) will use age-appropriate subject specific vocabulary in each year group.	All pupils will be able to use identified subject-specific vocabulary to explain their learning. All pupils will use age-appropriate, subject-specific vocabulary in their writing across the curriculum.
All children from disadvantaged backgrounds (individual needs permitting)	All pupils will have 96% or above attendance.

will reach the expected level of 96% attendance.	
All children from disadvantaged backgrounds with SEND or SEMH will achieve success in their classrooms across all key stages.	All pupils with SEND will access the curriculum with appropriate adaptations or in rare cases their individualised curriculum. All pupils with SEND will make good progress. All pupils with SEMH will feel less anxious about school.

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: £ 4836.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting teachers and leaders to continuously improve their teaching practice. English, Maths, Science, Early Years, SENCo, History, Geography, MFL, Art and Music leaders have all worked with individually with advisors. We have invested in subject specific courses and events for History, Geography, Computing and MFL. Whole staff meetings in History, Art and Design, Computing, Science, Languages and Geography.	<p>“Supporting high quality teaching is pivotal in improving children’s outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. CPD plays a crucial role in improving classroom practice and pupil outcomes.” EEF 2021.</p> <p>At Aycliffe Drive we invest time and money into working closely with our Hertfordshire Improve Partner and Advisory staff for core and non-core subjects. Our CPD which is INSET and sometimes, but more often 1:1 coaching, hugely improves the practice of teachers and leaders.</p>	All. To reinforce the need for high quality leadership and teaching in all subjects.

<p>The development of ECT+1 subject knowledge appropriate to the key stage they teach.</p>	<p>This has been addressed through mentoring and a 3 day curriculum and subject knowledge training course, in addition to The Big Staff Meetings and opportunity to develop leadership.</p>	<p>All. To reinforce the need for high quality leadership and teaching in all subjects.</p>
<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>Year 4 Multiplication Test</p> <p>To review the child initiated provision for maths in EYFS</p>	<p>Review meetings with teachers indicate lower reasoning skills for many disadvantaged and other pupils.</p> <p>Maths subject leader leading INSET across the whole school.</p> <p>Maths leader has met with advisory teacher x3 in the autumn term 2023 to further improve leadership and quality of maths across the school.</p> <p>Purchased TT Rockstars which is already improving speed and accuracy in timetables. This will improve outcomes in the year 4 multiplication tests.</p> <p>Provide the benchmark to see where the conceptual understanding is enriched and deepened in wider provision.</p>	<p>2. Further increase conceptual understanding of maths.</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>1. This ensures that the children have a varied diet of reading genres. This will address fluency and phonics by ensuring that there is consistency and fidelity to the phonics scheme. This improves comprehension.</p>
<p>Phonics CPD for the school</p>	<p>All teaching assistants have had phonics training with the English leader in the autumn term 2023.</p> <p>Phonics staff meeting for KS2 teachers led by English leader followed by lesson observations.</p> <p>Targeted phonics advice for the KS1 split class with the English advisor</p> <p>English leader has heard readers across the school to ensure the books match the phonics.</p>	<p>1. This will address fluency and phonics by ensuring that there is consistency and fidelity to the phonics scheme.</p>
<p>CPS to support communication and language approaches in high quality teaching</p>	<p>Advisor meetings with subject leaders where subject and age appropriate has been discussed and incorporated into planning.</p>	<p>3. This will address the understanding and use of age-appropriate vocabulary by ensuring that children</p>

		are taught the required vocabulary
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 93,895.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Identify age appropriate and subject specific language to be taught in all curriculum subjects.</i></p> <p><i>Attention Autism/ targeted group of reception and KS1 pupils.</i></p> <p><i>Wellcomm assessment have been carried out with all nursery aged children for early identification of needs.</i></p> <p><i>NELI with a group of identified pupils to identify early language difficulties and to improve children's language skills.</i></p> <p><i>Black Sheep with a group of children in year 1 to improve developmental language disorder and speech and communication needs.</i></p>	<p>Our analysis identifies that for many of our disadvantaged pupil's language and language skills are a key barrier to learning. This was discussed in all leadership meetings when designing the curriculum and has been identified for most curriculum subjects.</p> <p>We have observed significant measurable progress with our pupils after using Attention Autism, Wellcomm, NELI and Black Sheep successfully over the past 2 years. Evidence available.</p>	<p>1 and 2. This will address age appropriate subject specific vocabulary.</p>
<p>Daily reading and reading groups supported by specialist staff and TA.</p> <p>Twice daily phonic sessions from Nursery through to end of year 1.</p> <p>Year 2 catch up group for those who did not pass the screening test.</p> <p>From year 3 onwards, 3x weekly small group catch up for identified pupils who did not pass the re-test screening.</p>	<p>Last year our phonics screening results improved by 10%.</p> <p>Across the school, a growing number of disadvantaged children are now confident in phonics and would pass the screening.</p> <p>Research suggests that phonics is particularly beneficial to younger</p>	<p>1 and 2. This will address phonics by ensuring a consistent understanding of the concept and practice of phonics in all key stages.</p>

<p><i>Extensive funding has been used to purchase a new reading scheme where phonics match the books exactly.</i></p> <p><i>Teacher working 3 days per week with identified pupils to improve phonics, spelling and/or reading.</i></p>	<p>learners (4-7 year olds) as they learn to read.</p> <p>An important step in teaching phonics is to provide pupils with practice to imply what they learned to real reading and writing.</p> <p>Teacher works closely with class teachers to ensure learning is continued in classroom. Monitors reading progress via SSRN Reading Assessment. Assessment evidence from SSRN shows excellent progress over the academic year. Evidence available.</p>	
<p>Working with individuals and small groups of pupils with SEMH needs and liaising with outside professionals.</p>	<p>Further training for mental health lead. Engaged MHST practitioner to work with children and families one day a week. The school have purchased Dacorum Family Links Support Services to work with families with specific needs. Mental Health lead completes ELSA training in July 2024 and is currently engaged in supervision. ELSA's aim is to make children happy in school and to reach their potential socially, emotionally and academically. They understand the barriers to learning and help children to find solutions.</p>	<p>3. When children are not suffering from anxiety they are more able to children to access learning and make healthy relationships with their peers.</p>
<p>Early intervention in Nursery and small group phonics, reading and writing groups across the school and Maths intervention groups in LKS2 with qualified teacher/assistant SENCo.</p>	<p>After barriers to learning and gaps have been identified, the assistant SENCo works with individuals and groups to close gaps therefore enabling children to access age appropriate learning.</p>	<p>1, 2 and 3. Children are better able to access age appropriate learning when gaps have been filled.</p>
<p>Individual pupil assessments and speech and language activities across the foundation stage and NELI and Black Sheep. Liaise with speech and language advisors and puts their advice in place. HLTA with speech and language qualifications.</p>	<p>NELI is an integrated programme that provides schools with a way of identifying early language difficulties and is proven to improve children's language skills.</p> <p>Children improve their speaking and listening skills through narrative (Black sheep press)</p>	<p>1 and 3. This will address phonics by ensuring a consistent understanding of the concept and practice of phonics in all key stages.</p> <p>This will address age appropriate subject specific vocabulary.</p>
<p>1:1 Reading interventions across the school for 5 minutes per child daily and 4 times a week (aim for 5 but not always achieved) with class teaching assistants</p>	<p>In every class across the school, vulnerable readers are identified and an adult in the class will read with these pupils 4 times a week at least. Evidence in reading records and The Reading Cup award.</p>	<p>1 and 3. To enable all and especially vulnerable children to improve their reading to age appropriate standard or beyond.</p>

Reception catch up and 1:1 reading for pupil premium and vulnerable children. 4 days per week with experienced level 3 practitioner	A group of vulnerable pupils which include pupil premium children work 1:1, 4 days each week, to practice phonics, handwriting, numbers and reading at their own level. Evidence available that identifies progress.	1 and 3. To enable all and especially vulnerable children to improve their reading to age appropriate standard or beyond.
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 35,068.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural capital Forest and outdoor learning activities for Nursery onwards (teacher employed full time to work in Forest School)	<p>Outdoor opportunities for all areas of the curriculum are provided to reinforce learning, including forest school 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>Outdoor learning enables all children to achieve with a degree of challenge, building confidence and self-esteem and encouraging the perseverance that will help to build resilience.</p>	4. Forest school improves cognitive function, motor coordination and balance, connectedness to nature, and health and well-being outcomes therefore ensuring that our children are better able to learn.
Securing good attendance for all pupils including those with pupil premium and other vulnerable children	<p>Aycliffe Drive regularly analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place.</p> <p>Securing good attendance is not seen in isolation at Aycliffe Drive and involves the identification of barriers, building strong relationships with families, sometimes involving Dacorum Family Support, addressing any behaviours, bullying, SEN needs, pastoral and mental health and wellbeing and effective use of resources including pupil premium.</p>	5. This will address attendance by ensuring pupils are attending school and are on time.

<p>SENCo soft start for pupils who are reluctant to come into school. x3 weekly attention autism</p>	<p>20 minute club, run by the SENCo, for a small number of children where they carry out interesting activities that will encourage them into school on time.</p>	<p>5. This will address attendance by ensuring pupils are attending school and are on time.</p>
<p>Breakfast club for 3 pupils for whom we have made this provision to improve attendance with breakfast club leader (school teaching assistant)</p>	<p>Breakfast club provided free for targeted children where attending will improve their attendance and provide them with an enjoyable start to the day.</p>	<p>5. This will address attendance by ensuring pupils are attending school and are on time.</p>

Total budgeted cost: £102,484.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2023 KS2 data reveals that 61.5% of disadvantaged pupils were working at or above the combined reading, writing and maths standard (Aycliffe Drive 61.5%, national 44%)

69.2% of the 2023 disadvantaged pupils were working at or above the reading standard (national 60.2%) There was no gap between disadvantaged and non-disadvantaged in reading. Progress for disadvantaged pupils 0.76% compared to national -0.87%. The non-disadvantaged pupils 0.31%.

15.4% of the 2023 disadvantaged pupils were working at a higher standard of reading compared with 17.4% nationally. There was a 10% gap between reading at a higher standard in the disadvantaged and non-disadvantaged pupils. 15.4% disadvantaged pupils compared to 25.9 for non-disadvantaged.

69.2% of the 2023 disadvantaged pupils were working at or above the writing standard compared to the 58.2% nationally. There is a gap between our disadvantaged and non-disadvantaged. Disadvantaged pupils at 69.2% and non-disadvantaged pupils at 88.9%. Progress for disadvantaged pupils 4.09% compared to national -0.71%. The non-disadvantaged pupils 4.27%. There was no gap between disadvantaged and non-disadvantaged pupils.

23.1% of the 2023 disadvantaged pupils were working at a higher standard in writing compared to 6.5% nationally. There was no gap between disadvantaged and non-disadvantaged pupils.

76.9% of the 2023 disadvantaged pupils were working at or above the maths standard compared with 58.8% nationally. There was a small gap between disadvantaged and non-disadvantaged pupils in maths. Disadvantaged pupils 76.9% and non-disadvantaged 85.2%. Progress for disadvantaged pupils 3.97% compared to national -1.05 %. The non-disadvantaged pupils 2.77%.

23.1% of the 2023 disadvantaged pupils were working at a higher standard in maths compared to 12.7% nationally. There was no gap between disadvantaged and non-disadvantaged pupils.

53.8% of the 2023 disadvantaged pupils were working at or above in GPS compared to 58.9% nationally.

23.1% of the 2023 disadvantaged pupils were working at a high standards in GPS compared to 18.4% nationally.

The data shows that there is no apparent gap in attainment or progress between disadvantaged and non-disadvantaged pupils. Apart from in Reading at greater depth.

In KS1 it is apparent that there is a gap in the attainment between disadvantaged pupils and non-disadvantaged pupils in Reading, Writing and Maths and we are working to improve this by

further strengthening the key stage 1 curriculum and ensuring that its roots are firmly embedded in the Foundation Stage curriculum.

The gap was closed between disadvantaged and non-disadvantaged at KS2. Further strategies have been put in place this year to address the gap at KS1.

Externally provided programmes

None.