



Pupil premium strategy statement - Astley Primary School



This statement details our school's use of pupil premium for the 2024 to 2025 academic year 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Astley Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024–2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs J. Goakes
Pupil premium lead	Miss J. Coleman
Governor / Trustee lead	Mrs K. Cornish

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,740.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£81,740.00

Part A: Pupil premium strategy plan

Statement of intent

At Astley Primary school we target the use of our Pupil Premium Grant to ensure that our disadvantaged pupils receive access to our Astley Curriculum Experience (ACE) that supports our children to empower and inspire every pupil to become empathetic and respectful lifelong learners. We provide a curriculum that is inclusive, ambitious and creative.

Our main objectives are to:

- Ensure teaching and learning opportunities meet the needs of all pupils.*
- Remove barriers to learning created by poverty, background and family circumstance.*
- Narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers.*
- Enable pupils to reflect on their own emotional well-being and to develop strategies that they can use to help them develop resilience and engagement in learning.*
- Access a wide range of opportunities to develop their knowledge and understanding of the world inside and outside of the classroom.*

Our Context:

Astley Primary is a rural school located in North Norfolk. It is a single form entry school with classes from Foundation Stage to Year 6. Astley is part of the Synergy Multi-Academy Trust.

23% of our pupils are eligible for Pupil Premium funding (FSM nationally is 24.6%), This is just below national, and this does not represent the number of families that do not fit the criteria for accessing this. Following recent cost of living increases, we have seen a rise in the number of families claiming Free School Meals and many families who try to access this support but are unsuccessful.

Key Principals:

We will use data analysis, lesson observations/learning walks, books looks, pupil progress meetings and perception questionnaires to ensure that effective teaching, learning and assessment meets the needs of all pupils.

Challenges

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

Challenge number	Detail of challenge
1	34% of Pupil Premium pupils achieved the phonic screening check in year 1 2023/24
2	Summer 2024 Teacher Assessment, 35% PP are at expected or above in their attainment for maths, this is a downward trend from last year therefore children need to make exceeding progress to raise attainment.
3	Summer 2024 37% PP are at expected or above in their attainment for reading, this is a downward trend from last year therefore children need to make exceeding progress to raise attainment.
4	Summer 2024 35% PP are at expected or above in their attainment for writing, this is a downward trend from last year and therefore children need to make exceeding progress to raise attainment.
5	A higher % of PP children need to make exceeding progress in order to reach expected attainment or above.
6	Ensure that children are emotionally ready to access learning.
7	Attendance for our Pupil Premium children falls below the National Average at 93.42%. 52.43% are late and 21.57% are persistently absent.

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
Children are emotionally ready to access learning.	An increased % of PP children are accessing learning and this is reflected in their progress and attainment data.
PP children make at least expected progress in Reading and a higher % make exceeding progress in this area.	Increased % of PP children making expected or exceeding progress in reading so that attainment is raised.
PP children make at least expected progress in Writing and a higher % make exceeding progress in this area.	Increased % of PP children making expected or exceeding progress in Writing so that attainment is raised.
PP children make at least expected progress in Maths and a higher % make exceeding progress in this area.	Increased % of PP children making expected or exceeding progress in Maths so that attainment is raised.
PP premium children make progress in line with non-PP pupils so that they achieve the phonic screening pass grade at the end of year 1	Increased % of PP children pass the phonic screening check at the end of year 1.

Pupil Premium pupils attendance is in line with National.	Increased % of PP children attending school regularly and on time.
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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: £39,477.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TAs employed to support children in class.</p> <p>£34,688.37</p>	<p>Small group support helps children to address gaps in learning and make progress at an increased rate.</p>	1, 2, 3, 4, 5, 6
<p>Use of ICT to support learning, particularly with reading, writing and maths.</p> <p>Purchased iPad apps, Times Tables Rockstars</p> <p>Purchased SCARF to help deliver Life Skill lessons that enable children to become well-balanced individuals.</p> <p>Purchased Pathways to Write along with linked resources.</p> <p>£3539.13</p>	<p>The Sutton Trust/EEF Toolkit suggests that this is associated with moderate learning gains and should be used to supplement teaching rather than replace it.</p> <p>The use of X/Tapestry will encourage parents to engage with their child's education and be aware of learning taking place at school.</p> <p>The purchasing of SCARF will enhance our development of children's health and wellbeing through PSHE. It is a whole school approach that is used by over 2800 schools.</p> <p>The purchasing of Pathways to Write ensures teaching of English is consistent and well-planned with time taken to focus on content and progression.</p> <p>Programmes purchased are used Nationally.</p>	2, 3, 4, 5, 6
<p>SLT to complete additional training in area of attendance and behaviour,</p>	<p>Department for Education (DfE) research indicates that good attendance at school is a prerequisite to pupils' attainment, wellbeing</p>	6,7

<p>promoting better attendance for pupil premium children.</p> <p>£250</p>	<p>and wider development. The pupils with the highest attainment at the end of key stage 2 (KS2) and key stage 4 (KS4) have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard. Norfolk attendance strategy in place to promote better attendance.</p>	
<p>CPD for staff around Pupil Premium.</p> <p>£1000.00</p>	<p>Staff training will enable them to have the knowledge to support pupil premium pupils.</p>	<p>2, 3, 4</p>

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

Budgeted cost: £6,132.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identified pupils take part in 1:1 intervention with a trained member of staff to develop their skills in RWI.</p> <p>All Teachers/Teaching Assistants will have access to training so that they have up to date knowledge of teaching phonics throughout the school.</p> <p>The Cost for RWI Training is being subsidised 50% by Wensum English Hub Total cost to be paid by school £1632.50 Resources 50% subsidy and 50% Friends of APS</p> <p>£1632.50</p>	<p>The Sutton Trust/EEF Toolkit states that 1:1 tuition can enable learners to catch-up with their peers. The Tool kit suggests that this is most useful when the input comes from the Teacher, but our TAs have been trained in the RWInc programme to the same level as our teachers. Our Class Teachers also provide intervention to identified groups in their class.</p> <p>RWInc phonics 1:1 is used nationally.</p> <p>Historical data shows that our children make good progress by following this programme and achieve above nationally in the phonic screening check.</p> <p>The EEF Toolkit suggests that phonic approaches have been found to be effective in supporting young readers to master the basics of reading, with an average impact of additional four months progress and limited cost.</p> <p>If Teachers/TAs are trained to deliver RWInc phonics then they will have the confidence to deliver good/outstanding phonics lessons.</p>	<p>3, 4</p>

<p>TA employed to work in across the school delivering targeted intervention and support within the classes.</p> <p>£4500.00</p>	<p>The Sutton Trust/EEF Toolkit states that 1:1 tuition can enable learners to catch-up with their peers. The Tool kit suggests that this is most useful when the input comes from the Teacher, but our TAs are carrying out interventions planned by the class teacher.</p> <p>Small group support helps children to address gaps in learning and make progress at an increased rate.</p>	<p>1, 2, 3, 4, 5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £36,130.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Support Team work with Identified vulnerable pupils to develop their confidence, attitudes and social skills so that they are in a position to maximise learning.</p> <p>£25,411.00</p>	<p>Other schools have had success with Nurture groups and Pastoral Support teams.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p> <p>Children have their basic needs met (Maslow, 1943) so they are able to focus on their learning needs.</p>	<p>1, 5, 6</p>
<p>Subsidiary support is available so that PP children can access a wide range of educational experiences and parents feel that their child is able to fully engage in school life without worrying about finances.</p> <p>£2,500</p>	<p>All children no matter what their background can access the curriculum and any learning opportunities offered.</p> <p>Research shows that overall children who have experiences of the wider world have higher aspirations than those that do not.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Parents invited to participate in Curriculum Focus days which help them to engage with the curriculum and spend time with their</p>	<p>The Sutton Trust/EEF Toolkit suggests that increasing parental involvement in primary schools has on average 2-3 months positive impact.</p>	<p>1, 5, 6</p>

<p>child/ren on a learning activity.</p> <p>£1,000</p>		
<p>Whole school reading prizes given to pupils to help engage and motivate them to become life – long lovers of reading.</p> <p>£2,000</p>	<p>Children being provided with an incentive to read can be positive contributing factor towards reading enjoyment.</p>	1, 3, 5
<p>Books purchased and updated to engage and encourage reading.</p> <p>£2,000</p>	<p>Children being provided with an incentive to read can be positive contributing factor towards reading enjoyment.</p> <p>Research shows that children who are read to develop improved vocabulary and make better progress overall compared to those that are not.</p>	1, 3, 5
<p>Attendance prizes purchased to provide an incentive to come to school on time.</p> <p>£500.00</p>	<p>Children being provided with an incentive to attend school on time can be positive contributing factor towards children coming into school.</p>	7
<p>Maths resources purchased to enhance use of CPA in maths lessons.</p> <p>£2,000</p>	<p>Bruner (1966) stated that when pupils used the CPA approach, they were able to build on each stage towards a fuller understanding of the concepts being learnt and the information and knowledge were internalised to a greater degree.</p>	2, 5
<p>Books for children to read at home.</p> <p>Books purchased and updated to engage and encourage reading to read at home</p> <p>£2719.00</p>	<p>Children being provided with an incentive to read can be positive contributing factor towards reading enjoyment.</p> <p>Research shows that children who are read to develop improved vocabulary and make better progress overall compared to those that are not.</p>	3, 5,

Total budgeted cost: £81,740.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Phonics - 2023/24 34% of Pupil premium pupils achieved the phonic screening check in year 1.

Maths Progress Data:

2023/24 53% expected, 17% exceeding, 70% combined.

Reading Progress Data:

2023/24 52% expected, 21% exceeding, 73% combined.

Writing Progress Data:

2023/24 58% expected, 27% exceeding, 85% combined.

Attainment – Expected or above:

Maths –

2023/24 35%

Reading –

2023/24 37%

Writing –

2023/24 35%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars	TT Rockstars
Pathways to Write	The Literacy Company
Read Write Inc. phonics	Ruth Miskin RWInc

