

# Aycliffe Village Primary School Pupil Premium Strategy Statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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   | Aycliffe Village Primary School                |
| Number of pupils in school  | 162  |
| Proportion (%) of pupil premium eligible pupils   | 24%  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021~2024                                      |
| Date this statement was published   | September 2022                                 |
| Date on which it will be reviewed   | September 2023                                 |
| Statement authorised by   | Governing Body                                 |
| Pupil premium lead  | Anne Brown – Jayne Garlick (from January 2023) |
| Governor lead   | Brian Dean                                     |

## Funding overview

| Detail   | Amount          |
|--|-----------------|
| Pupil premium funding allocation this academic year                                    | £ 50,870        |
| Recovery premium funding allocation this academic year                                 | £ 5,075         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0             |
| <b>Total budget for this academic year</b>   | <b>£ 55,945</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

At Aycliffe Village Primary School we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Make decisions based on detailed data analysis and responding to evidence.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Pupil premium pupils have poor basics skills and understanding of mathematical concepts – they show a lack of confidence, particularly with problem solving. (27%)   |
| 2                | Some PP pupils are reluctant to read, particularly books, and have poor phonic knowledge to improve reading skills.<br>In KS2 some pupils have poor comprehension skills. (31%)  |
| 3                | Emotional resilience of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.  |
| 4                | A small number of PP children have speech and language difficulties  |
| 5                | Continue to provide targeted interventions for PP pupils who are more able.<br>Teacher expectations in class and homework do not always provide enough challenge for more able PP pupils.<br>In reading 20% of PP pupils are above ARE, in maths 25% and in writing 21%) |
| 6                | Lack of understanding of the specific detail of additional needs some PP children have – this means staff are not always teaching these children in ways that play to their strengths and supports with their difficulties.  |

## 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   |
|---|--|
| <p>Accelerated progress of PP pupils through development of mathematical understanding so that they can access the curriculum in line with their chronological age.</p> <p>Increased use of maths intervention groups with a particular focus on improving arithmetic skills.</p> | <p>A higher proportion of Pupil Premium children are assessed at ARE on track.</p>   |
| <p>Gap in reading scores between PP pupils and other children diminishes through the use of Read Write Inc phonics and Reading scheme.</p>  | <p>A higher proportion of PP children are assessed at ARE on track</p>   |
| <p>Improve emotional resilience for all pupils through use of TA support and intervention.</p>  | <p>Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours.</p>  |
| <p>Improved communication (speech, phonics, writing). New phonics and spelling scheme throughout the school. The use of individualised programs run by TA.</p>  | <p>% of PP pupil meeting the expected standard in phonics improves from 2020.</p> <p>The assessments completed through Read Write Inc shows progress for PP pupils</p> |
| <p>PP pupils identified as Greater Depth continue to make this grade and any other possible pupils are identified and supported</p>   | <p>Number of GD PP pupils is maintained and increased</p>  |
| <p>Detailed and specialist assessment from external advisers on the additional needs of some PP pupils (above and beyond assessment information that staff in school can carry out)</p> <p>Training for staff in SEND</p>   | <p>Interventions and support given to pupils is more appropriately aligned to need.</p> <p>Classroom observation shows children more appropriately supported.</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: £51,580

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Individual or group support with TA.</p> <p>TA support in Year 6 each morning</p> <p>Use of booster sessions for Y6 in Spring Term</p>                                      | <p>EEF Research on the use of Teaching Assistants (strong when there is effective liaison between teachers and TAs and when interventions are planned and have the right approach)</p>  | 1                             |
| <p>Purchase of Read Write Inc Phonics and Spelling. Individual support by class teacher or TA</p> <p>Purchase of Oxford Reading Tree books for Key Stage 1 and Key Stage 2</p> | <p>Recommended scheme from Government list. This scheme allows for close alignment to reading scheme.</p> <p>EEF Research on the use of Teaching Assistants (strong when there is effective liaison between teachers and TAs and when interventions are planned and have the right approach)</p>  | 2                             |
| <p>All staff to access Read Write Inc training to ensure consistency in this approach to phonics across the school.</p>  | <p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words).</p> <p>Sounds write is a DfE accredited systematic synthetic phonics programme</p> <p><b>EEF toolkit: Phonics - additional 4 month progress</b></p> | 3                             |
| <p>Recruitment of TA to support the increasing number of PP pupils in school</p>   | <p>EEF Research on the use of Teaching Assistants (strong when there is effective liaison between teachers and</p>  | 1,2,4,5                       |

|   |   |   |
|---|---|---|
|   | TAs and when interventions are planned and have the right approach) |   |
| Staff training and use of outside agencies to give advice on individual pupil needs |   | 6 |

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

Budgeted cost: £ 3000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Small group support with teachers (during timetabled Intervention times) | Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.<br><br><b>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</b> | 5                             |

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

Budgeted cost: £ 5180

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| School Councillor to have specific time set aside to support children with challenging behaviour | Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.<br><br><b>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress</b> | 3                             |
| Teaching assistant to use Listening Matters program and Lego Therapy.                            | <b>As above</b>  | 3                             |

**Total budgeted cost: £59760**

## **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

| <b>Measure</b>   | <b>Details</b>  |
|--|---|
| How did you spend your service pupil premium allocation last academic year?    | Additional reading resources to stretch and challenge pupils such as Reading Plus license and broadening the range of reading material. |
| What was the impact of that spending on service pupil premium eligible pupils? | Majority of service children exceeded ARE in Reading.   |

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

## 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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, other pupil evaluations have been undertaken during the 2020 to 2021 academic year, and we have taken these into account when evaluating our strategy.

Standardised assessments completed in July 2022 indicate

| Subject | % attaining at or above ARE |
|---------|-----------------------------|
| Reading | 69%                         |
| Writing | 62%                         |
| Maths   | 71%                         |

Strategies used in 2021-22 were successful and so the school will continue to use some of these approaches.

#### Teaching Strategies

Staff use of online platforms supported the quality of remote education to ensure that pupils continued to access the wider curriculum during lockdown.

Staff have assessed pupils and identified gaps that need to be closed in literacy and numeracy.

#### Targeted Intervention

Identified pupils receiving small group tuition

#### Wider Strategies

The introduction of Weduc supported school staff to communicate with parents, especially during periods of pupils having to isolate. The use of Google Classroom meant that work could be allocated to pupils having to work at home.

We have made referrals to CAMHS for a small number of children who might need these services. We have introduced the use of a school councillor.



## 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 |
|-----------|----------|
|           |          |
|           |          |
|           |          |

## Further information (optional)

Include any additional funding or strategies used to support vulnerable pupils in school.

## Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

| Activity                  | Autumn 2021 Evaluation   | Committee Date |
|---------------------------|--|----------------|
| Teaching Priorities       | TTRS (Times Table Rock Stars) used daily to promote fluency and accuracy in arithmetic.<br>Consistent Phonics approach   | Autumn 2021    |
| Targeted Academic Support | Set up RWInc whole school with support from RWInc consultant.  | Autumn 2021    |
| Wider Strategies          | Restorative approaches to behaviour introduced to all staff.<br>TA supports emotional wellbeing through Listening Matters sessions.<br>School counsellor continues to support looked after children. | Autumn 2021    |

| Activity                  | Spring 2022 Evaluation   | Committee Date |
|---------------------------|--|----------------|
| Teaching Priorities       | Use of Ruth Miskin Portal to train for RWInc lesson.   | Spring 22      |
| Targeted Academic Support | Interventions for Maths, spelling and arithmetic   | Spring 22      |
| Wider Strategies          | Listening matters sessions continue and 1 full day with school counsellor (increase of time) | Spring 22      |

| Activity                  | Summer 2022 Evaluation                          | Committee Date |
|---------------------------|---|----------------|
| Teaching Priorities       | Continuation of TTRS, Reading Plus daily        | Summer 22      |
| Targeted Academic Support | KS1 & KS2 SAT results improved across the board | Summer 22      |

|                  |   |           |
|------------------|---|-----------|
| Wider Strategies | Zones of regulation introduced continuation with interventions to support emotional wellbeing and regulation. | Summer 22 |
|------------------|---|-----------|