

Pupil premium strategy statement

Aycliffe Village Primary and Nursery School



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024) 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	159 (R -Y6)
Proportion (%) of pupil premium eligible pupils	20.34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Governing Body
Pupil premium lead	Jayne Garlick
Governor / Trustee lead	Brian Dean

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,459.50
Recovery premium funding allocation this academic year	£3,522
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
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>	£64,981.50

Part A: Pupil premium strategy plan

Statement of intent

At Aycliffe Village Primary and Nursery School our principle in using Pupil Premium funding is to improve academic attainment of our Pupil Premium children compared to those who are non-Pupil Premium children.

Leaders are ambitious for all groups of pupils, but especially for those who experience barriers to learning. We see the raising of attainment for Pupil Premium children as part of our commitment to help all children achieve their full potential by:

- Focusing on high quality teaching and effective deployment of staff to support children.
- Ensuring flexibility in our approach, adapting staffing/strategies based on current data analysis in order to best meet the needs of our children.
- Using evidence-based approaches to ensure that the strategies employed to address barriers to learning are used effectively and are effective.
- Promoting the ethos of attainment where all children are encouraged to 'do their best' regardless of their background.
- To overcome barriers to learning and accelerate progress so that these pupils achieve similar outcomes to their peers and diminish the difference between those pupils entitled to Pupil Premium and those who are not
- Acknowledge the importance of reading and provide high quality reading teaching and learning for all pupils.
- Ensure we have appropriate support available for pupils who are experiencing emotional difficulties so that they do not become a barrier to learning.

Challenges

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

Challenge number	Detail of challenge
1	<u>Academic attainment</u> Our pupil premium children as a group are not making as rapid progress in their writing, reading and maths as non-pupil premium children. Pupil premium pupils have poor basics skills and understanding of mathematical concepts – they show a lack of confidence, particularly with arithmetic.
2	<u>Social and emotional needs</u> Many of our pupils who are eligible for Pupil Premium are from 'vulnerable backgrounds' with poor/specific social and emotional needs which affect their learning. The emotional resilience of many pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on

	academic activities, especially when tasks are challenging. Many children are finding the return to the structure and routine of school difficult to cope with.
3	<u>Attendance</u> The attendance of some of our pupil premium children is lower than that of the whole school impacting on their learning.
4	<u>Engagement in Home Learning</u> A reduction in parental engagement, which started during Covid but has persisted. Less engagement in supporting children to read at home means staff have to ensure there are opportunities in school to support and value reading.
5	<u>Additional needs</u> Of our pupils who are eligible for Pupil Premium, 31% are also on the SEND Register.

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
1. Children eligible for PP, including those with SEND, make good progress from starting points.	Children make good progress from starting points. The number of children reaching EXS+ at the end of KS2 is in line with pupils nationally.
2. Improve emotional resilience for all pupils through use of TA support and intervention.	Monitoring will demonstrate pupils' positive attitudes to learning and good behaviours. Children report being happy and settled in school.
3. Ensure interventions are targeted, effective and run by highly trained staff.	Intervention data shows progress from baseline to end of interventions. Skill trackers show improvements over time.
4. Pupil premium children have good attendance.	The average attendance of pupil premium children increases to 95%. The proportion of pupil premium children who are persistent absentees decreases.
5. Increase engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.	The proportion of children achieving EXS+ in reading, at the end of each phase, is at least in line with national averages. Children express a love of reading.
6. Maintain high quality teaching and feedback to ensure progress in lessons.	Increased proportions of Pupil Premium pupils will reach ARE in reading, writing and maths across school with particular emphasis on arithmetic.

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: £34,982

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all staff (including new staff) are trained in RWI phonics and reading fluency approaches so that all weaker readers receive timely support and intervention in order to accelerate progress through high quality teaching and in class intervention (in phonics and reading fluency).</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p>	<p>1, 3, 5</p>
<p>Ensure all relevant staff (including new staff) have received training to support the development of children's comprehension skills through high quality teaching and structured guided reading intervention.</p>	<p>Research shows that on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above). Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/readingcomprehension-strategies/</p>	<p>1, 3, 5</p>
<p>The deployment of a TA and a HLTA between KS1 and KS2 aimed to provide high quality targeted group support to address specific needs and interventions.</p> <p>TA and HLTA Wage</p>	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p>EEF Teaching and Learning toolkit: Small group tuition - additional 4 month progress</p>	<p>1, 6</p>

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

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group support with teachers (during timetabled Intervention times)	<p>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.</p> <p>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</p>	1, 6
Reading Plus adaptive reading programme for Year 5 and 6 to improve reading fluency, comprehension, stamina and motivation	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>EEF: Reading Comprehension Strategies – (+6 months)</p>	5

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance internally monitored and where attendance falls below 96% families are supported and early help identified if causing concern.	<p>Although parental engagement is consistently associated with pupils' success at school, the evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive, particularly for disadvantaged families</p> <p>EEF: Parental engagement (+3 months gain)</p>	4

<p>School counsellor funded for a full day a week to support emotional support and regulation.</p> <p>TA trained to deliver Lego Therapy and Listening Matters to support pupils emotional literacy skills.</p>	<p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>EFF: Social and emotional learning (+4 months gain)</p>	<p>2</p>
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Total budgeted cost: £ 64,982

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The following positive impact was noted in the year 2022 to 2023.

- Reading Plus continues to be running and has impacted positively on Key Stage 2 pupils.
- Phonics screening results were above National expectations and 80% of Pupil Premium children passed the phonics check in Y1.
- Reading age data has shown that there has been increases for most pupil premium pupils.
- 12 children have received pastoral support across the academic year from the school counsellor, Listening matters sessions and Lego Therapy.
- All staff trained and confident in delivering phonics teaching and the teaching of reading.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Reading Plus	Reading Plus LLC
Ruth Miskin School Portal	Ruth Miskin
TT Rockstars	

Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Additional reading resources to stretch and challenge pupils such as Reading Plus license and broadening the range of reading material.

The impact of that spending on service pupil premium eligible pupils

Majority of service children exceeded ARE in Reading.