

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Aston Fence J & I School
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	7.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	17/11/22
Date on which it will be reviewed	November 2023
Statement authorised by	C Dawson
Pupil premium lead	R Jaouane
Governor / Trustee lead	Laura Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,335
Recovery premium funding allocation this academic year	£0
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	£29,335

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Key Principles

By following these key principles we believe that we can maximise the impact of our Pupil Premium spending:

High expectations

Providing a culture where staff believe in all children and no excuses are made for underperformance. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success. We adopt a whole school approach with all staff involved in identifying pupils in need and the barriers to their learning.

Early Intervention

We recognise that high quality early years provision with a strong emphasis upon developing early reading and number skills is crucial to all pupils, but particularly those who have experienced disadvantage in early life.

Inclusive Provision

We acknowledge that pupil premium pupils are not always socially disadvantaged and at risk of underachievement. Likewise, there are many pupils that we would consider to be vulnerable that are not in receipt of pupil premium funding and do not receive this additional funding.

High Quality Teaching and Learning

We recognise that the biggest factor in high standards of pupil attainment is high quality teaching and learning. We will continue to ensure that all pupils receive good teaching. We will ensure consistent application of key elements of teaching and learning such as planning, marking, feedback and assessment and carry out moderation activities to reinforce this. We give high priority to our appraisal systems for teachers and teaching assistants and ensure that high quality professional development is available to all staff.

Emphasis on Basic Skills

We will concentrate our spending on achieving the highest possible standards in English and mathematics. This may be in the form of direct teaching and intervention or may be indirect through improving attendance, behaviour or access to resources and support. We place the highest importance on the breadth of the curriculum. Pupils must access the very broadest opportunities.

Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to reach Age Related Expectation at the end of Year 6.
- For pupils to be mentally healthy and be aware of a range of strategies to support their own wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Some weak Language and Communication skills
2	Low attainment on entry to our EYFS – FS2 provision.
3	Some unstable home environments – Early Help and Social Care Involvement
4	Some mental health and wellbeing difficulties in families.

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
Progress in Reading	Achieve national average (or above) progress scores in KS2 Reading
Progress in Writing	Achieve national average (or above) progress scores in KS2 Writing
Progress in Mathematics	Achieve national average (or above) progress scores in KS2 Mathematics
Phonics	Achieve above national average expected standard in PSC
Other	Ensure children’s mental health and wellbeing is stable and strong.

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: £2000 (towards on-going costs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>All staff to be fully trained in the planning, delivery and assessment of our Phonics scheme.</i>	Assessments show that a higher number of pupils in Y1 and Y2 are below the expected standard in phonics and that our current FS2 cohort have some delayed language and communication skills	1,4
<i>Continued CPD to ensure staff are up-to-date and able to implement the SSP to a high standard.</i>	Current assessments show the positive impact that the SSP is having on pupils and we want this to continue as new cohorts join our school and the scheme itself is updated.	1,4

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

Budgeted cost: £5000 (school will have to pay additional costs from existing budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Times Tables Rockstars</i>	EEF recommendations for Improving Mathematics include: Ensure that pupils develop fluent recall of facts Good standard of outcomes in previous year's Multiplication Check indicate the impact this software has on achievement – essential part of learning and engagement.	3
<i>Little Wandle Letters & Sounds</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Assessments show that a higher number of pupils in Y1 and Y2 are below the expected standard in phonics and that our current FS2 cohort have some	1.4

	<p>delayed language and communication skills</p> <p>Purchase of books to accompany the scheme for Early Reading and KS1 early reading fluency and interventions.</p>	
<p><i>Employ tutor to work with specific pupils throughout both key stages.</i></p>	<p>End of year assessments identified a number of PP pupils who would benefit from additional support in specific areas in order to achieve ARE.</p> <p>Evidence shows that ‘small group tuition is effective and, as a rule of thumb, the smaller the group the better’ (EEF).</p> <p>EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	3

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

Budgeted cost: £22335(towards full costs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Continue to employ Child Counsellor for 4 days per week to support mental health and wellbeing across school.</i></p>	<p>EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs</p> <p>Child and parental questionnaires following the lockdowns in 2020 and</p>	1,2,3,4,

	<p>2021 continued to identify pupils who require specific support with their mental health and wellbeing.</p> <p>Issues around wellbeing and mental health can impact negatively on attendance and academic achievement as well as other aspect of a child's life.</p> <p>By continuing to employ a trained counsellor and play therapist will be be able to ensure that our current work is maintained and that more families and pupils can have access to the provision</p>	
<i>Employment of SENDCo (TLR)</i>	<p>Management of inclusion register.</p> <p>Increasing number of pupils joining school who have a high level of need and require additional support.</p>	1,2

Total budgeted cost: £2000, £5000 & £22,335.

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.

All standardised assessment outcomes are above LA and National averages. The impact of the SSP can be seen in the Phonics Screening Check where 90% of pupils achieved the pass mark. Positive feedback from pupils and their families reflect the impact that the support of our child counsellor has on their wellbeing.

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
X Tables Rockstars	TT Rockstars
Phonics Play	
Education City	
White Rose Maths	

Service pupil premium funding (optional)

2 pupils which equates to £620

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Educational visits
What was the impact of that spending on service pupil premium eligible pupils?	Enrichment and access to a wider curriculum.