# Pupil premium strategy statement – Aycliffe Community 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| School name | Aycliffe Community Primary School |
| Number of pupils in school | 89 |
| Proportion (%) of pupil premium eligible pupils | 60% |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2024 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Governing Body |
| Pupil premium lead | Jonathan Price |
| Governor / Trustee lead | Andrew Lamb |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £82181.25 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Catch up funding | £8337.50 |
| **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 | £90518.75 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| The ultimate objective of our Pupil Premium Strategy Plan is to support our disadvantaged pupils, regardless of their starting points, in making at least expected progress, so that they attain at or above the expected level in the Key Stage 2 SATs, in order to give them a firm foundation as they progress into their secondary education and beyond.  Our curriculum is designed to build on the experiences and backgrounds of all pupils, with the aim of giving them the skills, knowledge and values, whatever their starting points, that can be used in life, and to ensure their readiness for the next stage in their education.  Aycliffe Community Primary School is a Rights Respecting School and an inclusive learning community. Classrooms embrace inclusive practices which include all learners in the whole class teaching. Together with a focus on high attainment and an enriched curriculum, we also place the highest importance on children’s well-being throughout their time with us.  Our school is committed to increasing the number of pupils working at age related expectations through high quality teaching and ensuring the school focuses on development that makes a difference to learning and attainment. We want our children to be confident, to have a voice and to be able to participate and engage positively within our society as adults.  Our current Pupil Premium Strategy Plan works towards achieving these objectives  through robust teacher standards. Leadership maintains a continual focus on refining approaches to quality classroom teaching to achieve high pupil outcomes through setting expectations, monitoring performance and tailoring teaching and support to maximise the progress and attainment of all pupils.  Leadership is proactive in learning about and evaluating high achieving practices. Staff are provided with quality professional development and debate the way they teach through teacher meetings, our Study Week and our partnerships with other schools. Staff are encouraged to reflect on their own effectiveness and make adjustments to their teaching based on pupils’ outcomes and assessment, developmental feedback and pupil voice.  Our school benefits from being in a partnership agreement with The Samphire Learning Hub, a group of schools who have chosen to work together with the principal aim of working collaboratively for the greater good of the children in our shared community.  Our strategy is also integral to wider school plans for education recovery, notably in its  targeted support through the Government’s Recovery Premium for  pupils whose education has been worst affected, including non-disadvantaged pupils. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Specific Learning Difficulties impacting on reading, spelling and mathematics. |
| 2 | Pupils with identified SEND which impacts upon their ability to attain at the expected level and/or make expected progress.  School has a higher percentage of pupil premium (PP) eligible children with multiple vulnerabilities. 47% of SEND pupils are PP-% SEND pupils on roll is 20%. Of the PP eligible children with SEND, 56% have an EHCP. The identified special educational needs of our PP eligible children relate to SEMH, speech & language, social communication, listening & attention, cognition & learning, dyslexia and autism. A further 60% of our SEND pupils monitoring list are PP eligible children. The contextual data of the school demonstrates that there is a greater proportion of disadvantaged pupils with identified SEND which impacts their ability to attain at the expected level and/or make expected progress |
| 3 | Lack of understanding and fluency in the basic skills. |
| 4 | Many of our disadvantaged children have limited access to rich vocabulary and language through talk, books and depth and breadth of experiences. Many of our disadvantaged children also use the local dialect which does not use all the grammatical structures of Standard English. |
| 5 | Memory difficulties. |
| 6 | Low acquisition of language. |
| 7 | Not practising reading outside school. Education and learning is not always a priority at home, impacting on motivations and/or aspirations for low and higher attaining disadvantaged children. Reading for some of our pupils is a barrier to accessing the curriculum. |
| 8 | Social or emotional difficulties- The contextual data of the school, along with assessments, observations and discussions with pupils and families, have identified a significant number of children within the school who ex-  perience high levels of pastoral challenge. More than 28% of our PP eligible children are identified as having some kind of SEMH need, such as anxiety, depression, low self-esteem, reactions to adverse childhood experiences and socio-economic challenges. The barriers are significant for these children in terms of accessing teaching and learning and there is a requirement for additional support in preventative interventions, nurture and wellbeing and social and emotional needs. The challenges which are present for these children particularly affect them, including in respect of their attainment. |
| 9 | Ongoing assessments of resilience and wellbeing of all pupils (including use of Boxall Profile tools) have identified a lack of resilience, aspiration and other personal qualities that promote a positive attitude towards, and engagement with, education, which inevitably impacts on learning. When faced with challenging tasks many pupils do not exhibit the resilience needed for extended independent practise. |
| 10 | Pupils who require their progress to be accelerated to reach expected levels of attainment and progress. |
| 11 | Many of our PP pupils do not have access to cultural experiences or enrichment activity. Through ensuring that we deliver a broad and balanced curriculum which enables our pupils to develop cultural capital and enriches their learning beyond the classroom, we recognise the  importance of being able to provide children with wider opportunities. We recognise that for many of our school population, these opportunities are not always easy to access due to socio- economic challenges |
| 12 | Average attendance for PP eligible children in 2021-2022 was slightly below that of all children. In addition, the average attendance of pupil premium pupils with an EHCP was 90.24% |

## 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.

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| Intended outcome | Success criteria |
| To accelerate the progress of PP eligible children in reading, writing and maths to be at least in line with that of their peers with similar academic starting points | In school data shows increased percentage of disadvantaged children making at least expected or better progress.  KS1 and KS2 statutory assessment data will show a diminishing difference between pupil premium and non-pupil premium children’s attainment, and pupils will be making better than expected progress.  Year 1 and 2 phonics screening check will show diminishing difference between the achievement of pupil premium and non-pupil premium children - there will be a smaller  disparity between the scores of disadvantaged pupils and their non-disadvantaged peers  Additional provision reviews show a positive outcome, shown in progress through SMART targets.  Annual reviews for disadvantaged children with EHC plans will show accelerated progress towards/meeting/exceeding of personal targets. |
| Improved oral language skills | Assessments and observations indicate significantly improved oral language  among disadvantaged pupils. This is evident when triangulated with other  sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Use of NELI programme, Language Link and Language for Thinking. |
| To ensure that the quality of teaching and learning is good or better across the school | All teachers meeting their appraisal targets for pupil attainment and progress.  Observed teaching and learning is always good or better. |
| All PP eligible children have access to a broad and balanced curriculum which aims to increase their range of knowledge, experiences and opportunities | Pupil voice shows a wider range of examples given when asked what they enjoy about school.  Additional provisions are timetabled so that disadvantaged children have equality of opportunity to curricular and extra-curricular opportunities, including the woodland curriculum.  Increased number of disadvantaged children accessing extra-curricular activities including extra-curricular clubs.  Curriculum planning and extra-curricular activities show opportunities to develop the cultural capital of our disadvantaged children. All children are able to access enrichment opportunities which support the development of cultural capital and learning across the curriculum. |
| Achieve and sustain improved wellbeing,  engagement, confidence and resilience, resulting in a positive impact on learning. | Sustained high levels of wellbeing measured through:  Qualitative data from pupil voice, pupil and parent surveys and teacher and well-being mentor observations and assessments;  Teacher reports and class observations suggest disadvantaged pupils are more willing to take risks in learning, able to demonstrate more resilience, able to monitor and regulate their own learning. Behaviour for learning will be improved with evidence of positive educational outcomes. |
| Recovery Premium. Provide a blend of tuition and mentoring so that the continued impact of the coronavirus pandemic on PP eligible children’s end of Key Stage attainment is minimised. | In school data shows increased percentage of disadvantaged children making better or expected progress.  Additional provision reviews show a positive outcome. |

**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: £51440.88

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional teacher | The school has continued to fund five classes, using pupil premium funding to employ an extra class teacher and teaching assistant, despite a falling roll. This has effectively kept the numbers in the classes low so that pupil premium targeted support and feedback can be given to individuals, particularly in Maths and English. Classes have between 18 - 25 pupils.  With high (and well above National) levels of SEND coupled with high levels of pastoral challenges, this is essential to be able to offer children higher levels of individualised instruction and appropriate SEND and pastoral support.  *EEF Toolkit - +6 months impact Reducing* class size:  “allows teachers to develop new skills and approaches”  “increasing the amount of high quality feedback or 1:1 attention learners receive” (for 20 learners or fewer)  *Disadvantaged Pupils – DFE*  Successful strategies:   * Additional Teachers * Deploying Staff effectively * Reducing class size | 1-10 |

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

Budgeted cost: £25882.16

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Work of Pupil Premium Leader one day per week | The pupil premium leader continues to focus on the learning of our pupil premium pupils through analysing school data, monitoring progress and scrutinising books, observing pupils and monitoring staff performance, and mentoring pupils in self-regulation and metacognotion as appropriate. The pupil premium leader dedicates time to helping teachers and teaching assistants to implement programmes of support for pupil premium children.  **EEF-Guide to Pupil Premium: +4 months impact**  Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic.  **EEF Teacher Toolkit-Metacognition and self-regulation:**  “Metacognition and self-regulation approaches have consistently high levels of impact”  **Supporting the Attainment of Disadvantaged Pupils – DfE**  Successful Strategies:   * Paired or small group additional teaching * Deploying staff effectively | 1-10 |
| Recovery Premium-1 day per week | The school has employed two teachers to provide targeted academic support in year 2 and 6-the focus of support is reading, writing and handwriting in order to address continued gaps still evident through school closure and loss of learning. The focus of support in year 6 is writing.  Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  **One to one tuition | EEF** (educationendowmentfoundation.org.uk)  And in small groups:  **Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF**  [https://educationendowmentfoundation.org.uk/news/eef-responds-to-the-education-recovery-plan](about:blank) +5months impact | 1,2,3,4,6,7,10 |
| Teaching assistant deployment and interventions. | Teaching Assistant Interventions (+4 months impact)  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions>  This also enables higher levels of individualised  instruction, which has +4 months impact  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised> instruction |  |
| Rising Stars Rocket Phonics Subscription | The school purchased Rocket Phonics during the academic year 2021-2022, including reading target and practise books, comprehensive planning and access to a wide range of reading material online. This year the subscription has been purchased to enable the continuation of the high-quality programme.  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:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](about:blank)  +6 months impact on the EEF Early Years toolkit –Communication and Language approaches) | 1,2,3,4,6,7,9,10 |
| Focused phonic interventions | **EEF Teacher Toolkit**  Structured Phonics:  *“Phonics is particularly beneficial for younger learners”*  Reading Comprehension Strategies:  *“carefully tailored to pupils’ reading capabilities and involve activities and texts that provide effective but not over-whelming challenge”*  Small group tuition:  *“greater feedback from teacher” “more sustained progress” “work closely matched to learner need”*  **Supporting the Attainment of Disadvantaged Pupils – DfE**  Successful Strategies:  Paired or small group additional teaching | 1,2,3,4,5,6,9,10 |
| Times Table Rockstars | **EEF Teacher Toolkit**  To become mathematically competent, learners need  to develop a rich foundation of factual and procedural knowledge.  **Research from the EdReview**  Technology in today’s world has grown significantly and suggests that as a result of the advances of technology, the way in which people are educated has improved. The impact of the action research is that teachers feel that in order to improve acquisition, accuracy and speed of times tables, children need to be engaged through  technology. As a result of the Times Table Rockstars programme, children are enjoying the learning and rehearsing of times tables and have an increased level of confidence in their abilities to use times tables in all areas of Maths. | 1-10 |
| HT, office manager and well-being mentor work with Attendance Officer to investi-gate barriers to attendance for targeted group of disadvantaged families and implement / updatesupport strategies | **EEF guide to the Pupil Premium:**  *“interventions…. are likely to be most effective when deployed alongside efforts to improve teaching and attend to wider barriers to learning such as behaviour and attendance”*  **Supporting the Attainment of Disadvantaged Pupils – DFE**  Successful strategies:  Improving attendance | 8,9,11,12 |

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

Budgeted cost: £ £33161.88

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Breakfast Club**  Pupil Premium percentage (approx. – 55%) | In recent years, a significant percentage of pupils attending our breakfast club are pupil premium children.  **EEF Early Years toolkit** +6 months impact  (Communication and Language approaches)  **EEF Early Years toolkit** +5 months impact (  Play-Based Learning)  **Newcastle university(Nuffield foundation)** after school clubs and academic performance | 1,2,6,7,8,9 |
| **Woodland Enrichment**  Experienced Teacher commissioned to lead the woodland curriculum weekly across all classes | **www.gov.uk**  Across all age groups and backgrounds, local greenspaces provide an important opportunity for children to experience the natural environment on a regular basis  [**https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/**](https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/)  Woodland offers ‘’a unique educational experience using the outdoor environment of the forest as a classroom’’.  Key findings of the evaluation: the woodland makes a difference in the following ways:  Increased confidence, social skills, communication, motivation, physical skills and knowledge and understanding. | 8,9,11 |
| **Well-being Mentor/pastoral support**  The provision of a well-being mentor support to work with individuals to build social skills, self-esteem and develop positive attitudes to learning, thus raising academic attainment | **EEF Teacher Toolkit:**  Behaviour interventions:  *“impacts are larger for targeted interventions matched to specific students with particular needs or behaviour issues” “social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school”*  **Supporting the Attainment of Disadvantaged Pupils – DFE**  How are schools raising the attainment of disadvantaged pupils?  *“Promote an ethos of attainment for all pupils”*  **EEF Social and Emotional Learning**  Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional  progress in academic outcomes over the course of an academic year. | 2,8,9,10 |
| Funded training | The school has taken up offers of funded training through Nurture UK to train and embed the use of Box-  all profiling along with training staff as Trauma and Mental Health Informed Practitioners. With significant levels of pastoral challenges faced by the school community, it is vital that all children are ready to learn and the interventions provided through a pastoral approach have significant impact on the children’s ability to access learning and make progress.  This is also supported through the Evidence Base within the EEF Toolkit as below.  Teaching Assistant Interventions (+4 months impact)  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> |  |

**Total budgeted cost: £** *110484.92*

# 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 2022 to 2023 academic year.

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| At the end of term 6, 2023, our internal data tracker showed that pupil premium children without additional needs exceeded non-pupil premium in average attainment across years 1-6, in reading, writing and mathematics. Year-group expectations for pupil premium children without additional needs are as follows:  Reading: 68%  Writing: 64% Maths: 77%  Our in-year progress tracker showed pupil premium children exceeding the non-pupil premium group in reading, writing and mathematics. Year-group expectations are as follows:  Reading: 88%  Writing: 83%  Maths: 86%  KS2 SATs Results-PP:  SPAG: 90%  Reading: 60%  Writing: 89%  Maths: 80%  Combined: 60%  KS1 SATs Results-PP:  Reading: 40%  Writing: 40%  Maths: 60%  In school assessment data, in conjunction with pupil progress meetings and provision reviews enable us to identify the children needing the most support as we continue in the 2023/2024 academic year.  Oral language interventions in the previous academic year, along with the purchase of Rocket Phonics programme to secure strong phonics teaching for all pupils, and the use of recovery funds targeting reading for all pupils in Key Stage One, have had the following impact:  71% pupil premium pupils without additional needs passed the phonics screening check.  67% pupil premium pupils with additional needs, who were rescreened in year 2, passed the check. One pupil who failed the test on re-take, is supported with high needs funding and made significant progress from starting point at the beginning of the academic year (score in year 1 = 2 and score in year 2 = 19. Phonics Screening pass mark = 32)  This year, 75% on average pupils who attended breakfast club are pupil premium children. Breakfast club supervisors engage in the school appraisal system with specific targets around reading for pleasure, mental and physical health, and social and emotional well-being.  The development of our woodland area and woodland curriculum, and the experiences provided by a highly experienced forest school teacher has shown very positive outcomes on all pupils. Evidence has been gained through pupil voice and qualitative observations of engagement in learning and love of learning (see the school Facebook).  We have also measured and tracked pupil resilience levels and well-being. This has enabled us to develop some work around independence and collaboration, as well as targeted pastoral support, which will have a positive impact on all groups of children. We continue to track and identify pupils who need support in this regard.  Analysis of pupil data, including progress and attainment trackers, attendance and assessment systems (including SEMH assessment tools), along with our ‘whole school approach to mental health’ action plan, qualitative pupil observations and pupil voice, informs the following:   * Attendance of pupil premium pupils who receive pastoral and targeted intervention has improved, as has the level of engagement in learning and positive learning behaviours |

## 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*

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| Programme | Provider |
| Rocket Phonics (validated DFE phonics programme) | Rising Stars |
| Rocket Phonics Next Steps | Rising Stars |
| White Rose Maths scheme of work | White Rose HUB |
| Times Table Rockstars | Maths Circle Ltd |
| Primary PE Passport | Primary PE Passport |
| PSHE Association | National Association for PSHE Education professionals |
| Charanga | Charanga Musical School |
| NELI | Nuffield Early Language Intervention |
| Language Link and Junior Language Link | Speechlink |

# Further information (optional)

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| Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:   * Development of trauma informed practice * Nurturing Schools Programme and the use of the Boxall Profile * CPD for all staff – purchase of Third Space Learning-access to training resource-Partnership School status with Kingsnorth HUB-expert teaching of reading-training for TAs (TA Training:   Eg  De-escalation  Zones of Regulation  Supporting reading  Inclusive approaches  Working memory  Clicker 8  Language through colour  Autism/Autism in the Early Years  Fizzy  SALT training*)*  *Ofsted Evidence Report:“high quality teaching is essential to promoting social mobility and closing the attainment gap”. Reason for success highlighted as “investing in teachers’ professional development”.*  *Kent Pupil Premium Select Committee: “Ensure that teaching assistants have the necessary training and expertise to make interventions and provide feedback”*   * Synthetic Phonics Programme * Free milk at breaktime for Pupil Premium children * Magazine subscription – reading for enjoyment:   *Brilliant Brains*  *Match*  *National Geographic*  *The Week*  *“Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status (OECD, 2002)”*  *“Evidence suggests that reading for pleasure leads to increased attainment.”*  Morrells Handwriting Programme- *Ofsted published a Research Review Series on English with a specific section concentrating on handwriting as part of transcription skills: ‘If spelling and handwriting are not fluent, pupils’ working memory is overloaded and it becomes difficult to focus on composition.’*  *Improving Literacy in Key Stage Two, published by the Education Endowment Foundation (EEF)*  *‘Primary school pupils’ writing skills – including spelling, handwriting and typing –need to become automatic so that they can concentrate on the content of their writing’.*   * Rocket Phonics Next Steps-to develop key literacy skills/phonics for spelling and writing * Grammarsaurus online subscription-practising teachers resource to support the teaching of SPAG and writing.   Our after-school sports clubs are free of charge. |