

Little Aston Primary Academy Pupil premium strategy statement

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

Detail	Data
School name	Little Aston Primary Academy
Number of pupils in school	229
Proportion (%) of pupil premium eligible pupils	6.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 to 2025
Date this statement was published	08/12/22
Date on which it will be reviewed	December 2023
Statement authorised by	Little Aston Primary Academy Local Academy Council
Pupil premium lead	Elizabeth Pearce
Governor / Trustee lead	Surjit Jakhu

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 19,793
Recovery premium funding allocation this academic year	£ 1,740 + £2160 TL
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	£ 21,533

Part A: Pupil premium strategy plan

Statement of intent

At Little Aston Primary Academy our intention is that all pupils, irrespective of their background or individual needs, make good progress and achieve their full potential and high attainment in all subjects. We have high expectations for all pupils and the focus of our pupil premium strategy funding is to support disadvantaged pupils to achieve that goal and overcome any individual barriers or challenges they face. This includes progress for those who are already high attainers.

We identify any vulnerable pupils and the challenges they face in our Academy. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Ensuring consistently high-quality teaching is central to our approach, with a focus on the individual areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Robust and accurate assessment underpins our strategy to identify challenges, secure prior knowledge and overcome barriers to learning. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

This strategy is aligned to our Academy Improvement Plan and education recovery plans following the impact of the Covid 19 pandemic which includes school led tutoring targeted support for any pupils identified whose achievement and education has been worst affected. This group includes non-disadvantaged pupils.

Decisions regarding Pupil Premium spend and allocation have been made taking into account the context of the school and the subsequent individual needs and challenges faced by our pupils. Research conducted by EEF has informed our strategy in terms of impact and value for money and is rooted in robust diagnostic assessment and evaluation.

At Little Aston Primary Academy our ultimate objectives for disadvantaged pupils are:

- To narrow any achievement gap between disadvantaged and non-disadvantaged pupils, ensuring all pupils are appropriately challenged.
- To successfully address any barriers to learning for disadvantaged pupils including engagement, attendance or punctuality issues, speech, language and communication skills, health and well-being or behaviour difficulties.
- To support physical and emotional health and well-being needs to enable disadvantaged pupils to achieve their full potential.

The approaches we have adopted are there to make sure all pupils can excel through :

- Consistently high quality teaching and learning opportunities meet the needs of all pupils within a broad, sequenced and knowledge rich curriculum.
- Prioritising the teaching of phonics and reading throughout the school.
- Ensuring all staff have strong subject knowledge, access to high quality CPD and an approach in which high expectations and responsibility for pupil outcomes are maintained.

- Ensuring that appropriate provision and differentiation is made for pupils who are identified as vulnerable.
- Remaining vigilant and recognising that not all pupils in receipt of free school meals will be socially disadvantaged. Pupil Premium funding will be used to support any pupil or groups of pupils Little Aston Primary Academy has legitimately identified as being disadvantaged.
- Allocating Pupil Premium funding to priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives: The range of provision our Local Academy Council agree for this group include:

- Ensuring all teaching and subject knowledge is at least good or better.
- Strategically allocating teaching assistants providing small group work and differentiation focused on overcoming barriers to learning.
- Ensuring appropriate CPD for all staff to meet pupil needs effectively. This includes supporting mental health and wellbeing through the HOPE Project (Helping our Pupil's Emotions), ELSA and advanced Drawing and Talking.
- 1-1 support and precision teaching.
- Additional support provided through external agencies including CAMHS, Lichfield SEND Hub, Behaviour Support Team or SUAT.
- Support payment for enrichment activities, educational visits and residentials. Ensuring children have first-hand experiences to enhance their learning and cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Speech, language and communication needs: Assessments including baseline and the speech and language communication assessment tool, observations, and discussions with pupils evidence underdeveloped oral language skills and vocabulary gaps among a higher proportion of pupils, including disadvantaged pupils throughout the school. This also includes pupils with EAL and has a negative impact on achievement in reading for disadvantaged pupils.
2	Attendance and punctuality issues impact negatively on achievement. Our assessments, tracking data and observations evidence that the education and well being of some of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading, writing and mathematics. Our attendance data from 2021 to 2022 shows that attendance among disadvantaged pupils has been between 3.2% lower than for non-disadvantaged pupils.

	17% of disadvantaged pupils have been 'persistently absent' compared to 13% of their peers in 2021/22. Disadvantaged pupils have a high rate of unauthorised absence and lates compared to non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
3	Social and emotional needs: Observations and analysis of individual disadvantaged or other vulnerable pupils' needs following partial school closures has highlighted significant deterioration in mental health and well being for some pupils, requiring coordinated internal and external support. Teacher and parent referrals for support have increased during the pandemic. 50% of our disadvantaged pupil group currently require additional support with social and emotional needs.
4	Attainment and progress in writing. Evidence in books, lesson observation and assessment information shows that proportions of pupils, including disadvantaged pupils achieving age related expectations in writing are lower than in reading and maths. Stamina and developing fine motor control are priorities.
5	Behaviour needs - lack of self regulation and emotional outbursts have increased for some pupils.

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
Improved oral language skills, comprehension and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> Assessments and observations evidence significantly improved oral language and communication skills among disadvantaged pupils. A high emphasis on securing tier two and three vocabulary within a knowledge rich, sequenced curriculum impacts on oral language and comprehension as evidenced in books, pupil observations and assessments. Standardised testing in reading alongside teacher assessment evidences impact of improved communication and language skills on progress in reading. In September 2021 only 40% pupils in EYFS screened at age appropriate expectations. This increased to >85% by 2025.
Improved attainment and progress in reading, writing and mathematics	<ul style="list-style-type: none"> By 2025 >85% of disadvantaged pupils meet age related expectations in reading, writing and maths and are at least in line with non disadvantaged pupils in our Academy.
Improved well being, self-awareness and self regulation for all pupils and particularly disadvantaged pupils.	<ul style="list-style-type: none"> Pupil's emotional vocabulary is expanded helping them express emotions and self regulate more effectively. Reduced number of behavioural / emotional outbursts. Pupil's make and sustain positive relationships with other children and adults. <p>Sustained high levels of wellbeing by 2025 demonstrated by:</p>

	<ul style="list-style-type: none"> ● Data from pupil voice, pupil and parent surveys and teacher observations ● a significant reduction in disrespectful behaviour ● an increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> ● Sustained high attendance from 2023/24 demonstrated by: ● the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. ● the percentage of all pupils who are persistently absent being below 5%.

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: £15,793

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring targeted professional development for all staff, including ECTs and ECT. NCETM Mastery in Number and Early Phonics, reading and writing CPD a priority.</p> <p>Mentor training to make sure all staff have at least good subject knowledge, use assessment and feedback accurately to identify starting points, secure prior knowledge to plan and teach a knowledge rich, sequenced curriculum.</p> <p>Teaching assistant support provided for all year groups.</p> <p>NPQLTD Training for senior teacher.</p>	<p>Evidence within the EEF is clear that classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school.</p>	<p>1,2,4</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices, supported by professional development and training for staff. This is a priority focus in staff meetings, through face to face and online training opportunities eg National College.</p> <p>Staff to complete ELSA and Senior Mental Health Lead training to extend our</p>	<p>Improving social and emotional learning SEL can lead to learning gains of +4 months over the course of a year. This is particularly important at a time when we are reviewing our curriculum offer, implementing statutory Relationships and Health education.</p> <p>Longitudinal research in the UK has shown that good social and emotional skills developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.</p>	<p>2,3,5</p>

current support offer / expertise.		
<p>Purchase of standardised diagnostic assessments (Revised PUMA and AR), additional reading books and online safeguarding recording system (Smoothwall Safeguarding) to improve the identification of vulnerable pupils and evaluate interventions more effectively.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	
<p>Embedding speaking and listening activities and vocabulary development across the school curriculum. Release time for English Coordinator to support subject leaders and monitor impact.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading - EEF</p>	1
<p>Further implementation of a DfE validated Systematic Synthetic Phonics programme Phonics Bug, to secure consistent phonics teaching for all pupils and improve the range of phonics books available to the pupils and improve application on writing.</p> <p>Phonics Bug.</p> <p>Release time for the English Coordinator to ensure consistent teaching and learning in English and monitor impact on pupils progress, with a particular focus on new staff.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (decoding) particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2,4

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Release time for two teachers to complete the Developing Maths Mastery programme with The Maths Hub and implement strategies. Implement and lead NCETM Mastering Number CPD for staff.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p>	<p>2</p>
<p>Continue to extend Forest School activities to all year groups.</p>	<p>There is evidence that Forest School can benefit children in different ways, the physical and pedagogical environment is beneficial in supporting social and emotional difficulties, including those who may struggle in the classroom. Opportunities for exploration, confidence building and problem solving impact on behaviour and relationships as well as good mental and physical health.</p>	<p>1,2,3,5</p>

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

Budgeted cost: £3900 plus additional amount from school budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions and precision teaching targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,4</p>
<p>Provide an additional teacher to implement school-led tutoring for pupils whose education</p>	<p>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:</p>	<p>1,2,4</p>

<p>has been most impacted by the pandemic. A proportion of the pupils who receive tutoring will be disadvantaged.</p> <p>Additional teaching in lower KS2 to further support pupils most affected by the pandemic and pupils new to the academy.</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff refocus training on Paul Dix 'When the Adults Change, Everything Changes' and 'After the Adults Change' behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving consistency across the academy.</p> <p>Support pupils through the HOPE corner plus drawing and talking interventions 1:1 weekly. Update staff training and release time to attend mental health and well-being network training. Complete senior mental health lead and ELSA training supported by DFE/SUAT funding.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3,5</p>
<p>Embedding principles of good practice set out in the DfE's Working Together to Improve School Attendance guidance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and work with families and external agencies to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	

Allocate staff member to support attendance of target pupils with attendance concerns through mentoring approaches.		
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Total budgeted cost: £14735

Pupil Premium 2022/23 £21760

Recovery Grant £2000

Tutor Led £1134

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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments which included standardised teacher administered tests, teacher assessments and some diagnostic assessments including the Stoke Speaks Out Early Communication Screening Assessment.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

At the end of KS2 2022 Data from tests and assessments evidence that the progress and attainment of the school's disadvantaged pupils in 2021/22 was good for the majority of this group. Where progress and attainment was less good for individuals, persistent absence was a key factor.

Nationally the attainment gap between disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic and demonstrates the additional impact of COVID-19 on disadvantaged pupils. Our pupil outcomes for disadvantaged pupils at the end of KS2 2021/22 were strong with 100% achieving age related expectations in reading and mathematics, 50% achieving the higher standard in reading and 17% in maths. Progress for the majority of the group was strong and where it was less good, attendance was a major factor. 60% achieved ARE in writing which was below their non-disadvantaged group, although still higher than national.

Absence among disadvantaged pupils was 3.2% higher than their peers in 2021/22 and persistent absence 4% higher. We recognise this gap could be reduced further

which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our monitoring during 2021/22 evidenced that the progress made by disadvantaged pupils was good. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. This included CPD for staff, implementation of The HOPE Corner and Drawing and Talking. We are building on that approach with the activities detailed in this plan.

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

Service pupil premium funding (optional)

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

Utilising a [DfE grant to train a senior mental health lead](#). This is in addition to networking opportunities available through SUAT Academy.

Offering a wide range of high-quality extracurricular activities with Aspire to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate and represent their school in competition.

Planning, implementation, and evaluation

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. We attended Pupil Premium Reviewer training and curriculum conferences which also informed our strategy.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils. This also provides a focus for our Education Improvement Partner termly monitoring visit and subsequent report to the Trust Board.