

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	211
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 to 2027
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Little Aston Primary Academy Local Academy Council
Pupil premium lead	Elizabeth Pearce
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 20,260
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	£ 20,260

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 2024/25 and Post Ofsted Improvement Plan 2023/24..

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 intervention 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 advanced Drawing and Talking.
- 1-1 support and precision teaching.
- Additional support provided through external agencies including CAMHS, Lichfield SEND Hub, Malachi, Behaviour Support Team or SUAT.
- Support payment for enrichment activities 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 attendance data from 2023 to 2024 shows that attendance among disadvantaged pupils has improved. Overall attendance compared to national was in decile 5, the top 40 to 50% schools nationally. For disadvantaged pupils this was even better, ranking in decile 4, the top 30 to 40% nationally for this group. Strategies in place to improve attendance for this group impacted positively in 2023 to 2024 and we want to maintain this improvement into 2025 and beyond, especially for a couple of persistently absent pupils in this group.
3	Executive function, social and emotional needs: Observations and analysis of individual disadvantaged or other vulnerable pupils' needs has highlighted deterioration in mental health and well being for some pupils, requiring coordinated internal and external support. These pupils struggle to self regulate, manage their emotions, focus their attention, understand their own

	and others feelings, inhibit impulsive behaviour and co-operate with others. Teacher and parent referrals for support have increased and this hasn't decreased in 2024. 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 2024 only 21% pupils in EYFS screened at age appropriate expectations. 29% were significantly below and required intervention. This increased to >85% by 2027.
Improved attainment and progress in reading, writing and mathematics	<ul style="list-style-type: none"> By 2027 >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 2027 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
To achieve and sustain improved attendance for all pupils,	<ul style="list-style-type: none"> Sustained high attendance from 2024/25 demonstrated by:

particularly our disadvantaged pupils.	<ul style="list-style-type: none">• the overall absence rate for all pupils being no more than 4%, and no attendance gap between disadvantaged pupils and their non-disadvantaged peers maintained.• 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: £ 7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring targeted professional development for all staff, including 3 ECTs and SENDCO with NCETM Mastery in Maths for SEND pupils, Early Phonics, reading and spelling CPD a priority.</p> <p>Training for four staff through national professional qualifications including leading teaching, leading mathematics, NSQ SENCO and leading literacy.</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>Evidence within the EEF Making the best use of Teaching Assistants 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>EEF Self Regulation and Executive Function</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>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</p>	<p>2,3,5</p>

<p>Additional staff to complete Forest School, Mental Health First Aid and Drawing and Talking training.</p>	<p>market success, and good overall health.</p>	
<p>Purchase of standardised diagnostic assessments (Revised PUMA and AR), additional Phonics Bug reading books and move to My Concern (Trust wide) online safeguarding recording system to improve the identification of vulnerable pupils and evaluate interventions more effectively. Participate in SUAT DSL Hub half termly supervision meetings.</p> <p>Training for staff to ensure assessment for learning and summative assessments are interpreted, evaluated 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 through implementing a whole class reading daily dedicated time. Release time for English Coordinator to support subject leaders, class teachers 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>	<p>1</p>
<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. Provide additional staffing in EYFS and KS1 each morning to enable phonics to be taught in</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> <p>The Reading Framework July 2023</p>	<p>1,2,4</p>

<p>smaller groups and provide daily rereading practice with staff.</p> <p>CPD for staff through Pearson and the Literacy hub.</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>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Training for new Maths Co-ordinator through NCETM and NPQLM.</p> <p>CPD for staff on implementation of Maths intervention programme - Number Stacks. Purchase and resource this intervention.</p> <p>Purchase White Rose Maths Infinity to tailor more personalised lessons for pupils. Co-ordinator to monitor implementation to ensure consistent approaches and use of appropriate manipulatives throughout the school.</p> <p>Release time for two additional teachers to complete the Developing Maths Mastery programme with The Maths Hub and implement strategies.</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>	2
<p>Complete training of a new member of staff in Forest school and re-establish throughout the school in 2024/25.</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</p>	1,2,3,5

	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.	
--	---	--

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

Budgeted cost: £12,260 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 and lower 20% pupils who require further early reading support.</p> <p>3X per week 3 adults support teaching of Early Reading in each KS1 class and 2x adults for the other two days.</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>	2,4
<p>Additional teaching / support staff in lower KS2 to further support pupils most affected by the pandemic and pupils new to the academy.</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>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>	1,2,4

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

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff 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 drawing and talking interventions 1:1 or small group weekly. Update staff training and release time to attend mental health and well-being network training.</p> <p>Participate in the Relational and Restorative Practice in Education Programme through Entrust and implement training and coaching for staff in school from October 2024.</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>Implement the revised Working Together to Improve Attendance 2024 DFE expectations</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>Allocate staff member to support attendance of target pupils with attendance concerns through mentoring approaches.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	

Total budgeted cost: £

Pupil Premium 2024/25 £ 20,260

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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year 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.

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.

At the end of KS2 2022 / 23 Data from tests and assessments evidence that the progress and attainment of the school's disadvantaged pupils was good for the majority of this group, particularly in reading. Where progress and attainment was less good for individuals, persistent absence was a key factor, particularly in mathematics and writing.

At the end of KS2 2023 / 24 Data from tests and assessments evidence that the progress and attainment of the school's disadvantaged pupils was good for the majority of this group, particularly in reading. 100% of disadvantaged pupils met end of KS2 ARE . The average standardised score in reading was 112, maths 110 and GPS 113 for this group reflecting higher the higher standard achieved.

At the end of KS2 2023 and 2024 100% of disadvantaged pupils achieved expectations in reading, with progress for low prior attainers and SEND pupils significantly above national in reading. 100% disadvantaged pupils achieved Y1 phonics compared to 67% national, with an average mark of 37 compared to 30 nationally.

Monitoring during 2023/24 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 new staff and 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.