

# Pupil premium strategy statement – Ashton St Peter’s CE VA 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 the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	16.8% (35 children)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	FGB
Pupil premium lead	Miss Charlotte Jackson
Governor / Trustee lead	Mr David Harper

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 55,070 (+ £1800 additional LAC funding)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£56,870</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Ashton St Peter's C of E VA Primary School we are dedicated to ensuring that every pupil, including those who are disadvantaged, are provided with the best education possible. This will help them fulfil their academic potential and access a wide range of life experiences, to which they otherwise may not have access.

The decision of how we make use of Pupil Premium funding is based on the specific hurdles that our disadvantaged children face; removing these barriers to learning is our primary objective. The budget allocation may vary on an annual basis; we take an individual and differentiated approach to each pupil, and groups of students, in order to ensure that their individual, and group needs are addressed.

Our action plan details our three main strategies of: quality-first teaching, targeted support and additional approaches we use, to support both Pupil Premium pupils' academic attainment and social development through life experiences. We have adopted a range of strategies and initiatives; these include: support in class and through intervention; and access to low cost or no cost enrichment activities. Our range of initiatives and individual strategies are evaluated and then updated or discarded on a regular basis.

The educational attainment and progress of each child at Ashton St Peter's C of E Primary School is tracked and evaluated on a termly basis. Opportunities are sought for any needs identified.

In order to ensure that our Pupil Premium funding targets are met, we maintain a culture of accountability that holds teaching and management staff responsible for the advancement of disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils with significant pastoral needs exacerbated by Covid related issues not being ready to learn in class. (Being in a secure place mentally/emotionally)
2	Some lack interest in reading and resilience to tackle challenging texts; resulting in some poor reading fluency, stamina or progress.
3	Lack of phonic knowledge leading to lack of progress in reading and writing.
4	Lack of fluency in Maths
5	Gaps in prior learning due to a range of circumstances - Covid-19, poor punctuality or attendance or social mobility.
6	External Barrier: habitual lateness/attendance. Not hitting targets. Parent mental health.
7	External Barriers: Lack of access to resources such as technology, books, life experiences.

## 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
In all year groups, pupils in receipt of Pupil Premium will meet or exceed targets.	End of Year assessments will at least match predictions. Year 1 and 2 phonic scores, Reading Fluency scores, will have stabilised and/or improved. Maths fluency scores will have improved.
At the end of KS2 Pupil Premium pupils will make at least expected progress from KS1 outcomes.	All pupils will have met their targets based on prior attainment.
KS2 SATs attainment and progress match school targets.	The individual tracking data for identified pupils will show improvement.
To develop our targeted provision.	Children who require intervention for academic progress will be catered for as soon as possible.

Pupils emotional well-being needs are met.	Pupils and parents continue to engage with pastoral interventions provided until it is felt no longer necessary by either the mentor, child or parents.
Pupils will have the opportunity to broaden cultural capital.	Pupils will experience a range of cultural, social and sporting experiences, where possible.
Parental engagement within school and perceptions of education will improve. Priority placed upon learning and achievement.	Parents will attend information evenings, parent teacher consultations, workshops. They will sign and date diaries and homework.

## 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

Budgeted cost: £ 24,982

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading comprehension strategies taught by teaching assistants and teachers to ensure all pupils can access texts within the classroom	EEF (Education Endowment Foundation), "Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read... On average, reading comprehension approaches deliver an additional six months' progress. 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."	2,3,4
Provision of skilled TAs in each class	EEF 'In the most positive examples (of progress), it is likely that support and training will have been provided for both teachers and TAs so that they understand how to work together effectively. There is also evidence that	1,2,3,4

	<p>working with TAs can lead to improvements in pupils' attitudes, research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>EEF-'The impact of collaborative approaches on learning is consistently positive'.</p> <p>'Approaches which promote talk and interaction between learners tend to result in the best gains'</p> <p>Over 40 years a number of systematic reviews and meta-analyses have provided consistent evidence about the benefits of collaborative learning'</p>	
<p>CPD Maths Mastery Course for KS1 and KS2 and EYFS (2 year)</p>	<p>EEF Guidance report: Research tells us that high quality teaching is the most powerful lever we have to narrow the disadvantage gap. This course's key focus is on supporting disadvantaged pupils through teaching mathematics for mastery.</p>	4,5

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

Budgeted cost: £ 5889

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Invitations to Booster classes, for targeted pupils. Followed up by phone calls if necessary.</p>	<p>EEF-'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment'</p> <p>Current SATs outcomes suggest that it is a successful strategy to provide 'over-learning' of skills and</p>	2,4,5

	knowledge, which boosts children's confidence'	
T.As uses Maths early intervention and conferencing sessions	EEF-'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.'	4
Reading Fluency groups	<p>Why are we supporting the Reading Fluency project?</p> <p>"The project was piloted in 2018 as part of a range of measures aimed at improving outcomes in the reading test at the end of Year 6. The approach is rooted in research, which has shown that specific instruction around fluency enables pupils to free up cognitive space which can be directed more effectively towards other activities" "... such as comprehension, analysis, elaboration and deep understanding." [Hattie 2014].</p> <p>In this school, previous cohorts have reflected good progress in The York Assessment of Reading for Comprehension (YARC) The results were so impressive that in our school, we have run four more cohorts since then.</p>	2,4
Phonics groups	<p>EEF-'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment'</p> <p>In this school, phonic assessments prove that this approach is working.</p>	3
One to one daily reading	EEF-'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment'	2,3,4
Socially speaking groups, lego therapy	EEF-'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment'	1,5,6
Class teachers will	EEF-'Targeted small group and	1,2,3,4,5

work with allocated TAs to devise support	<p>one-to-one interventions have the potential for the largest immediate impact on attainment'</p> <p>Current SATs outcomes suggest that it is a successful strategy to provide 'over-learning' of skills and knowledge, which boosts children's confidence.</p> <p>EEF-'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment'</p>	
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## Wider strategies

Budgeted cost: £ 25,999

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Pupils will be offered a range of extra-curricular activities, such as clubs, trips, workshops, residential trips, swimming lessons. These will be of low or no cost.</p> <p>School meals</p> <p>After school clubs</p> <p>Music lessons</p>	<p>Access to real life experiences helps children to develop knowledge and make links with learning. Adventure style activities help children to develop resilience and perseverance. Our school vision is that we will prepare children to flourish academically and spiritually.</p> <p>EEF-'Overall, studies of adventure learning interventions consistently show positive benefits on academic learning.'</p> <p>'The evidence suggests that the impact is greater for more vulnerable students.'</p>	1,5,6
<p>Parents are given data which shows lost learning hours per year in individual meetings.</p> <p>Children are offered access to Early Birds wrap around care.</p>	<p>Parents may not realise the cumulative nature of (for example) 10 minutes lost a day.</p> <p>Children will have access to early morning intervention, if punctual.</p> <p>Children will feel a sense of achievement and be ready to learn.</p> <p>Children will be in school, have eaten breakfast and be ready to learn.</p>	5

<p>Nurture groups - weekly or on an ad hoc basis as needs change.</p> <p>Family Support Worker/Nurture lead</p>	<p>EEF, "Interventions which target social and emotional learning (SEL) seek to improve pupils' 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 or community... 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>Our school vision is that we will prepare children to flourish both academically and spiritually. Children's well-being is a priority.</p>	<p>1,5</p>

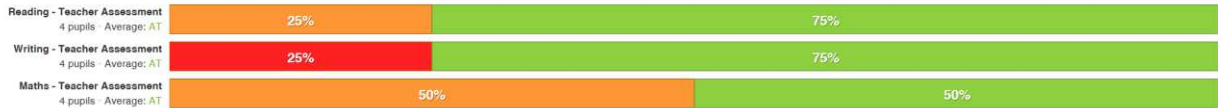
**Total budgeted cost:** £56,870

Part B: Review of the previous academic year

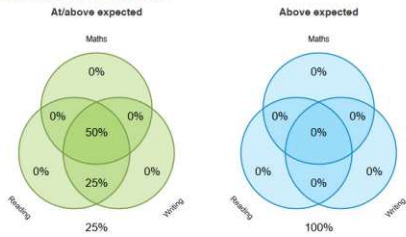
## Outcomes for disadvantaged pupils

<p>KS2 statutory data 2024 Are Related Expectations:</p> <p>Reading 75%</p> <p>Writing 75%</p> <p>Maths 50%</p> <p>RWM combined 50%</p>
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Legend Well below Just below Expected Above No data



Combined attainment



Whole School data 2024 Are Related Expectations:

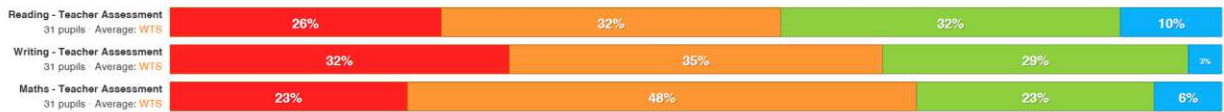
Reading 42%

Writing 32%

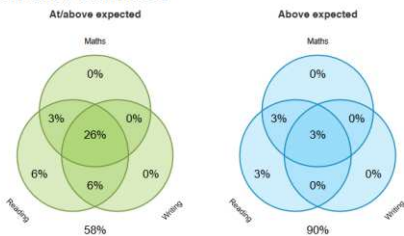
Maths 29%

RWM combined 26%

Legend Well below Just below Expected Above No data



Combined attainment



As our numbers are small, and situations unique, the percentages of PPG children should not be the only measure of impact.

It is also important to note that 32% of the PPG children are SEND pupils.

The following progress data is measured for all Pupil Premium children from Summer 2023-to -24. This shows that interventions and support in place is having a positive impact.

