# Pupil premium strategy statement – Astmoor Primary School

This statement details our school’s use of pupil 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 | 136 |
| Proportion (%) of pupil premium eligible pupils | 68% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)** | 3 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | Annually |
| Statement authorised by | L Aldridge |
| Pupil premium lead | L. Aldridge |
| Governor / Trustee lead | C Lloyd |

## Funding overview

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £117, 570 |
| 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* | £ |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| Astmoor Primary School is a small primary school in the heart of Castlefields, Runcorn. We serve a community with high levels of deprivation and have very high levels of children entitled to Pupil Premium. With that in mind, almost all the children in our school benefit in some way from the additional funding we receive for Pupil Premium.  At Astmoor, we aim to ensure we provide children with rich experiences which include educational, social, cultural and spiritual events and our Pupil Premium strategy includes a range of activities towards this goal.  We aim for all children to succeed both academically and personally, irrespective of their background and circumstances. To this end, we ensure that children are exposed to high quality teaching – this is at the heart of our approach. We know that having highly proficient teachers and support staff is the most effective way to support children (as evidenced by EEF). We have a relentless focus on improving teaching and learning throughout school.  Targeted academic support is also used by teachers and support staff to improve attainment. The impact of this support is reviewed through termly pupil review meetings, analysis of data and other forms of internal monitoring.  For many disadvantaged children in our school, there are other ‘non-academic’ challenges that can hinder their progress and academic attainment. This can include poor parental engagement and support, poor attendance, lack of opportunities to experience the world and gain ‘cultural capital’. Poor/delayed speech and language development and low emotional regulation also often act as barriers to children achieving well. Our strategy aims to address many of these issues. |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | Maths attainment for disadvantaged pupils is significantly lower than non-disadvantaged pupils. |
| 2 | Many of our children, as evidenced by internal records and observations, have poor resilience and social and emotional problems. |
| 3 | Assessment data and observations of children indicate that many have under-developed language skills and vocabulary – particularly on entry to EYFS. |
| 4 | Attendance for our disadvantaged children is lower than non-disadvantaged and the number of children persistently absent is significantly higher than non-disadvantaged. |
| 5 | Limited life experiences that impact upon outcomes |

## 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 |
| **Challenge 1**  Improved maths outcomes for disadvantaged pupils in all classes | * KS2 outcomes for 2024/2025 will show an increase in the number of disadvantaged children meeting this standard * Internal data for all classes will show improved outcomes in maths for all pupils and particularly disadvantaged pupils |
| **Challenge 2**  To achieve improved well-being for all pupils – particularly disadvantaged pupils.  Remove barriers to learning.  Improve resilience and emotional health. | * Assessments and observations will indicate improvements and progress among disadvantaged children * Increased emotional support for disadvantaged children * A continuous programme of high quality CPD for staff to develop their own awareness and skills in order to better support children with social, emotional and mental health difficulties * Case studies will indicate examples of strong progress * Pupil and parent voice will indicate that they feel well-supported. * Soft information and observations by SLT will be used to gauge the school ethos and culture * Reduced number of CPOMs records for dysregulation and well-being issues * Rates of attendance at enrichment activities and after school clubs to be increased for disadvantaged children * School will become a THRIVE school with two lead practitioners |
| **Challenge 3**  Improved language skills and vocabulary among disadvantaged children.  Improve low literacy skills and language and communication within the first years in school | * Case studies exemplifying success * Wellcomm strategies will be well embedded into daily practice within EYFS * Termly Wellcomm screening will evidence fewer children needing targeted support * S+L teacher to continue to work closely with external S+L consultant to continually develop skills and knowledge leading to strong expertise. * Use of software to support children (chatty nouns, chatty verbs…) * Early identification of children requiring targeted S+L support (Sep 2024) leading to immediate provision |
| **Challenge 4**  Sustained improvements in attendance and punctuality – particularly for disadvantaged children. | * The percentage of all pupils who are persistently absent will reduce * The school employs a full time Family Support Worker who undertakes the day today management of attendance. First day responses are robust an in line with DFEs current expectations. The school Family Support Worker can offer a range of practical ways to support children and families by removing any real or perceived barriers to school attendance. * Case studies will show that targeted children and families feel well supported by the Family Support Worker |
| **Challenge 5**  To increase children’s cultural capital.  To raise aspirations.  To instil a love of learning. | * We will offer a rich, well-planned curriculum that is broad and engaging * Experiences and visits will be planned in line with curriculum planning to enhance learning and make it more memorable. * We will offer a variety of after-school clubs during spring and summer term and registers will evidence that that they are well attended by disadvantaged pupils |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 18,881

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of new maths scheme (White Rose Maths) and supporting materials | Mastery Learning EEF (+5) | 1 |
| Training newly appointed Teaching Assistant in EYFS to assess and use Wellcomm S+L materials | Communication and Language Approaches EEF (+6)   * Good S+L development is key to good learning. As children start their first year at school, they are assessed using the WellComm screening tool. Children are then grouped according to those that need onward referrals to our commissioned S+L service and those that would benefit from whole class targets. | 3 |
| Whole school staff training for White Rose Maths | * Supporting high quality teaching is pivotal in improving outcomes for children. High quality teaching can narrow the disadvantage gap. * Quality first teaching is fundamental to success * High quality maths teaching, using adapted approaches, will lead to improved outcomes for children. | 1 |
| Whole School THRIVE training | Social and Emotional Learning EEF (+4)  Self-Regulation strategies EEF (+5)   * Thrive’s evidenced based training and software empower teachers to effectively support pupils’ social and emotional development, ensuring they feel safe, supported and ready to learn. * Adopting a whole school approach to well-being is the key to unlocking every child’s potential | 2 |
| Purchase new PSHE scheme of work | Social and Emotional Learning EEF (+4)  Self-Regulation strategies EEF (+5)   * A strong programme of PSHE teaching will ensure that children have good opportunities for personal development. * Kapow PSHE programme also provides extensive support materials for quality planning and delivery. * Providing a strong PSHE curriculum helps to foster a safe, understanding and well-rounded educational environment for children to thrive. | 2 |
| High quality support for ECT |  | 1, 2 |

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

Budgeted cost: £ 70,492

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 1-1 Art Therapy | Social and Emotional Learning EEF (+4)  Self-Regulation Strategies EEF (+5)  Oral language interventions EEF (+6)   * Therapeutic intervention is highly beneficial in helping children to explore and resolve problems they face. | 2 |
| S+L assessment and therapy for individual children | Communication and Language Approaches EEF (+6)   * Once children in EYFS have been screened using the WellComm tool, onward referrals to our commissioned S+L service can take place very quickly. * We have a dedicated S+L teacher within the team who liaises directly with our service and delivers indivisualised programmes to children. | 1, 3 |
| Teacher/TA led bespoke, targeted maths interventions and small group tuition matched to pupil need. | Small group tuition EEF (+4)  Teaching Assistant Interventions EEF (+4)   * Smaller group focus allows the adult to focus exclusively on the needs of a small group of learners. * Small group support can be used to support lower attainers or those falling behind, or it can also be used as a more general strategy to ensure good progress. * Diagnostic assessment |  |
| Drawing and Talking Therapy | Social and Emotional Learning EEF (+4)  Self-Regulation Strategies EEF (+5)   * Therapeutic intervention is highly beneficial in helping children to explore and resolve problems they face. * Drawing and talking therapy works by allowing children to express their emotions and experiences by drawing, providing a safe space to process complex feelings that may be difficult for a child to articulate. | 2 |
| THRIVE 1-1 support | Social and Emotional Learning EEF (+4)  Self-Regulation Strategies EEF (+5)   * Therapeutic intervention is highly beneficial in helping children to explore and resolve problems they face. * Reparative Thrive approaches help children to fill some of the gaps that may have occurred during early childhood development. | 2 |

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

Budgeted cost: £28,197

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Training and development of two THRIVE lead practitioners | Social and Emotional Learning EEF (+4)  Self-Regulation Strategies EEF (+5) | 2 |
| Whole school staff training on behaviour management and trauma informed approaches | Social and Emotional Learning EEF (+4)  Self-Regulation Strategies EEF (+5) | 2 |
| Team Teach Training for SEMH Base staff | Social and Emotional Learning EEF (+4)  Self-Regulation Strategies EEF (+5) | 2 |
| Embedding good practice as set out in DFE’s guidance ‘Working Together to Improve School Attendance’. | * Good school attendance directly impacts on a child’s academic achievement by ensuring they are present to participate in lessons and keep up with course work. * Regular attendance also fosters social development through interaction with peers. | 4 |
| Provide enrichment opportunities to enhance learning in a range of curriculum areas:   * Theatre Company * After school clubs * Visiting artists and musicians * Music tuition * Visits out of school * Residential trips | Arts Participation EEF (+3)  Physical Activity EEF (+1)   * As well as moderately increasing levels of Englis, there are also wider benefits such as improvements in attitudes to learning and well-being. * Physical activity is crucial for the other benefits and opportunities it provides. * Participation in extra curricular activities can stop feelings of isolation. Participation can increase confidence and motivation. | 5 |

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*