



Aston Hall  
Junior & Infant School

# PUPIL PREMIUM STRATEGY STATEMENT

2022/23

**ASTON HALL  
JUNIOR & INFANT SCHOOL**  
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Junior & Infant School

Pupil Premium Strategy Statement 2022-23

*Version 2 – Updated January 2023*

# Pupil premium strategy statement – Aston Hall Junior & Infant 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	302
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 year plan
Date this statement was published	1 <sup>st</sup> December 2022
Date on which it will be reviewed	1 <sup>st</sup> December 2023
Statement authorised by	Mr Scott Holmes
Pupil premium lead	Mr Scott Holmes
Governor / Trustee lead	Mrs Deborah Cooke

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22160
Recovery premium funding allocation this academic year	£3915
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£26075

# Part A: Pupil premium strategy plan

## Statement of intent

Aston Hall Junior & Infant School is committed to enabling all pupils to achieve to the best of their abilities. We have designed a curriculum that has four clear intentions.

These intentions will also form the basis of our Pupil Premium Strategy and will be developed during and beyond the school day:

1. To remove barriers to learning
2. Develop knowledge and skills for learning in a range of subjects
3. Develop personal attributes
4. Enrich students' experiences and broaden horizons

As part of Wickersley Partnership Trust, as a group of schools we recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals. The available evidence suggests that the amount of parental investment in the early years is the important resource and this is not always closely linked to family income or parental education. Impoverishment is not so much about the lack of money as it is about the lack of cognitive and non-cognitive stimulation given to young children.

We therefore reserve the right to allocate Pupil Premium funding to support any child the school has identified as being socially disadvantaged and at risk. Our allocation of funding is based on a large body of research in social science, psychology and neuroscience including the Educational Endowment Foundation (EEF). We intend to invest in the developmental growth of at-risk children through main programs of development.

Aston Hall J&I are dedicated to ensuring that our pupil premium strategy meets the needs of our learners and offers a bespoke and targeted approach to accommodate the levels of these children in each year group. We will look to take a diverse and inclusive approach, considering children's own backgrounds and interests when developing strategies to break down the barriers in their lives.

Our ultimate objective is for our disadvantaged pupils to achieve at least in-line with all pupils, both academically and within their holistic development, ready, able and qualified to play their part in the world in which they live.

Ensuring our current strategy is shared with all staff within school and that the vision and strategic plan for disadvantaged pupils is at the forefront of decisions made, enables the objectives set are achievable.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic.

## Challenges

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

Challenge number	Detail of challenge
1	Speech and language of disadvantaged pupils, particularly on entry to the school in foundation stage.
2	SEN and Mental Health Support – There has been a significant increase in the number of disadvantaged pupils with SEMH needs in school.
3	Impact of lockdowns and the pandemic on disadvantaged pupils in school – particularly in their early reading and phonics skills / progress.
4	A higher % of disadvantaged pupils in KS2 that require specific catchup support due to the demands of the national curriculum vs their current attainment e.g phonics catchup, core curriculum skills, speech and language.
5	Attendance and punctuality of disadvantaged pupils. Many disadvantaged pupils have taken unauthorised holiday absence during term time due to costs incurred for family during the school holidays. This absence impact significantly on their academic progress.

## 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
Children will have made up lost ground following the pandemic and be back on track in-line with their previous key stage data.	<p>All classes of PP children will have an identified TA who will have an awareness of PP children and their need.</p> <p>Additional TA support will be allocated in classes of specific children if need arises.</p> <p>All PP children will make good or better progress towards targets.</p> <p>Observations will show best practice with use of adults including challenge of more able PP children.</p> <p>Data from specific interventions e.g. Reading Rescue will show improvements from entry and exit data.</p> <p>Feedback and teacher marking will target PP pupils to address misconceptions quickly and intervene to address this immediately.</p>
Children will have strategies to deal with mental health issues, such as anxiety and	Use PSHE PIVATS to baseline children and record progress.

<p>emotion, and will be able to transfer these skills back into the classroom.</p> <ul style="list-style-type: none"> <li>• Rainbows Nurture Group (FS2, KS1 &amp; Bereavement)</li> <li>• ZB's focus group (KS2 Mental Health)</li> </ul>	<p>Case study evidence from SEMH staff in school</p> <p>Pupil voice will show progress</p> <p>Complete entry and exit questionnaires to show improvements in children's thoughts, feelings and self-esteem.</p>
<p>Children's speech and language will be improved and in-line with age-related expectations. This will positively impact other curriculum areas.</p> <ul style="list-style-type: none"> <li>• Targeted support from S&amp;L Traded Service</li> <li>• TA's delivery of SALT programmes <ul style="list-style-type: none"> <li>• Use of the Herts for learning reading fluency project.</li> </ul> </li> </ul>	<p>Entry and exit data will show improvements -clear progress should be seen against targets set by SALT.</p> <p>Progress will be seen against screening data for new referrals.</p> <p>Children's progress will show positive impact on accessing other areas of the curriculum and progress data will support this</p>
<p>Disadvantaged pupils' attendance and punctuality will improve to in-line with all pupils both in school and in comparison to national figures.</p>	<p>Evaluation of the impact of the Attendance pathway and use of links with our attendance lead within the LA and early help link worker.</p>

## 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: **£13025**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Reading Rescue / Phonics catch-up intervention:</b></p> <ul style="list-style-type: none"> <li>- Work with support staff and class teachers to identify children</li> <li>- Gather entry data using Reading Rescue tools</li> </ul>	<ul style="list-style-type: none"> <li>- Due to lockdown, some children are even further behind with key skills in reading and writing. Reading Rescue is designed to accelerate progress in these areas in a structured way.</li> <li>- Exit data will show progress when compared to entry data</li> <li>- Class teachers will see improvement in lessons with application of learning in 1:1 sessions</li> </ul>	1, 3

<ul style="list-style-type: none"> <li>- Support from LSS regarding assessments and selection of children</li> <li>- Timetable sessions</li> </ul>	<ul style="list-style-type: none"> <li>- Books will demonstrate progress in work scrutiny</li> <li>SH will ensure that timetable allows trained TA to deliver a minimum of 3 sessions a week for identified children.</li> <li>- Drop in observations</li> <li>- Regular review meetings with TA to discuss progress and data.</li> </ul>	
<p>Use of adult support: Allocation of a TA for each phase to support and challenge children of all ability groups and individuals identified.</p>	<ul style="list-style-type: none"> <li>- Different needs in each class. Due to missed learning, the gap between ability groups has widened. An additional adult in each class will enable AfL. Additional adult support will support learners of all abilities to ensure that children progress.</li> </ul> <p>Timetables implemented in key stages/phases.</p> <ul style="list-style-type: none"> <li>- Key stage leaders to monitor effectiveness of the distribution of TA support.</li> <li>- Regular discussions with SLT.</li> <li>- Book scrutinies (SLT) to monitor use of TA (indicated in books).</li> </ul>	1, 3, 4
<p><b>UKS2 Revision and Booster groups</b></p> <ul style="list-style-type: none"> <li>- Use books and test results to identify gaps for individuals and groups with Y6 teacher</li> <li>- Identify prior attainment groups of Y6 children to identify progress expectations</li> <li>- Set additional provision and plan for booster groups based on the above</li> <li>- Hold discussions around particular pupil</li> </ul>	<ul style="list-style-type: none"> <li>- PP children in Y6 identified as being able to make accelerated progress to at least EXS or GDS</li> <li>- Scaled scores will improve term on term and will be accelerated.</li> <li>- Children will make accelerated progress and the gap will narrow between their current attainment and target based on KS1 data.</li> </ul> <p>Test results and book scrutinies will be collected regularly to monitor progress.</p> <ul style="list-style-type: none"> <li>- Thorough gap analysis will be carried out to identify gaps for groups and individuals.</li> </ul>	3, 4

premium children within this cohort	- Revision sessions and boosters will be carefully planned to address these specific gaps.	
<b>SEMH support:</b>  Focus Group (Mental Health) will be accessed by focus children (system in place for spaces) - Additional TA support in class to help with children's day-to-day worries - ZB to support Y4KW with particular needs - PSHE scheme (JIGSAW) bought to provide all children with a quality curriculum where children have the opportunity to share thoughts, feelings and reflect on values, beliefs, coping strategies, etc.	Increased numbers of children with anxiety and mental health issues. Additional support is needed. - System in place for teachers to apply for places on the focused provision. - All children need some support after such an unusual year.  SO'D monitor ZB and LL groups. Entry and exit data (PIVATS) book looks, regular meetings. - Ensure children's need is prioritised by using new in-house referral procedure - Pupil questionnaires. - LB to monitor PSHE throughout school. - Class teachers responsible for passing on any concerns. - Safeguarding lead (JH)	2

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

Budgeted cost: **£10050**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 SEMH Support:  - Rainbows Nurture Group and ZB Focus Group (Mental Health)	Covid and lockdown has meant that more children are suffering with mental-health and anxiety issues. - Children will need support to get back on track and remove barriers	2, 3



<ul style="list-style-type: none"> <li>- ZB focus group: work with KS2 children to address self-esteem, feelings and emotions issues.</li> <li>- LL focus group: work with FS2 and KS1 children on self-esteem and feelings and bereavement.</li> </ul>	<ul style="list-style-type: none"> <li>- SH to meet half termly to plan and regroup children based on needs</li> <li>- Ensure robust planning, assessment and monitoring system (monitoring against PSD PIVATs to ensure progress).</li> </ul>	
<p>SALT support:</p> <p>Targeted support from S&amp;L Traded Service</p> <ul style="list-style-type: none"> <li>- TAs delivery of SALT programmes</li> </ul>	<p>Assessment and screening show that some children have gaps in their speech and language skills.</p> <ul style="list-style-type: none"> <li>- Consolidating speech, language and communication skills will support children in accessing other areas of the curriculum and show progress e.g. in reading and writing.</li> <li>- SENDCo and SALT to identify children who would benefit from additional support</li> <li>- Screen the identified children from FS2 and Y1</li> <li>- Following screening, implement programmes set by SALT</li> <li>- Monitor these programmes regularly and SALT to review children periodically</li> <li>- Update records with children to be discharged/have new targets set based on the above</li> </ul>	1, 3, 4

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

Budgeted cost: **£3000**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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<p><b>Attendance &amp; punctuality:</b></p> <p>Track and monitor attendance half-termly:</p> <ul style="list-style-type: none"> <li>- Is the reason for absence Covid related? If so, ensure that alternative learning is sent home to support children.</li> <li>- Invite those whose attendance is a concern to increase punctuality and attendance.</li> <li>- Invite PP children to after-school clubs to provide them with additional learning opportunities (and incentive to attend).</li> </ul>	<p>Attendance and punctuality are vital for a successful education. Lots of our PP children had issues with attendance last year. Lots of 'lost-learning' during lockdown, so it is vital that children are attending school.</p> <p>Monitor half-termly. SH / LT</p> <ul style="list-style-type: none"> <li>- Involve trust if issues arise.</li> <li>- Class teachers responsible for raising any concerns about attendance.</li> </ul>	5
<p>Wider outcomes –Provide music lessons for families unable to fund this themselves</p> <ul style="list-style-type: none"> <li>- Continue drumming teacher and Rock Steady sessions</li> <li>- Hold discussions with class teachers around children that this would benefit – opportunity, confidence, behaviour incentive etc.</li> </ul> <p>Children will be given the opportunity to access drumming or Rock Steady lessons for a short session once per week in either a small group or 1:1</p>	<p>This has worked well in the past.</p> <ul style="list-style-type: none"> <li>- It gives an incentive for children to come to school.</li> <li>- Also, it's used as a tool to improve self-esteem/anxiety (a current issue).</li> <li>- Allows those who don't necessarily excel academically to show success in other areas</li> </ul> <p>Get feedback from class teachers, drumming teacher and children.</p>	2, 3
<p>Student support</p>	<p>The school, through strong collaboration with the trust, has an excellent enrichment and entitlement promise,</p>	2, 3, 5

Support families of disadvantaged pupils with access to a range of school services and opportunities. E.g uniform, breakfast club, after school clubs, school trips, residential visits, any additional expenditure.	<p>which extends the curriculum beyond the national curriculum.</p> <p>Disadvantaged pupils are prioritised for entitlement opportunities and for enrichment opportunities.</p> <p>Where there is a cost to any enrichment activity, disadvantaged pupils are supported with this.</p>	
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**Total budgeted cost: £26075**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Low numbers of PP children mean that we are able to track them on an individual basis, and we have just implemented some new systems that mirror our successful SEND procedures (individual learning journeys) to ensure that we build a cumulative picture of the additional support and opportunities received by each child as they move throughout school. Good links and relationships between all staff mean that PP children are routinely discussed on an informal level, and other systems and procedures also mean that all staff maintain an overview of the changing needs of all of our PP children. Our monitoring and evaluation schedule plans for the regular monitoring of PP children in the classroom through specific PP monitoring, but also through the monitoring of core and wider subjects.

SH meets regularly with other PP lead and HT to discuss PP children and how we can target support to improve academic data, well-being, attendance and extra-curricular opportunities. Work we have done so far this year on profiling each of the 27 children and mapping the provision we offer across school, means that we have an extremely clear idea of individual need and how to target this going forward. Through this, we are looking at how PP children are represented across school and if this is proportionate to our numbers of PP children, such as school council, science ambassadors, representation on sporting events etc.

6 PP children currently fall into the PA category, 3 of whom have had time off due to holidays in term time since September. Of the other 3 children, 2 have had time off due to illness/injury requiring hospital treatment, and therefore this is set to improve with no further attendance concerns, with the final child currently under close monitoring by our safeguarding lead.

Of the 25 children we have progress data for (2 FS2) Progress measures are good for 19/25 children in maths, 18/25 for writing and 20/25 for reading. Issues with progress measures for maths are predominantly in Y4, and therefore we are looking at implementing 1<sup>st</sup> Class at Number to address the issue.

With our revised focus on pledges within our PD action plan, we will be using funding to support the achievement of the extra-curricular elements of this for PP children.

Records show that Dance club, Football coaching club and Young Voices choir have all been attended by PP children this academic year so far. Our clubs are provided free for PP children and all residentials are subsidised by 50%. 10 PP children (37%) have accessed a club already this 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.

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.

Data from internal tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated and plan to address this through a revised approach in 2022/23.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider