



Pupil premium strategy statement – Austrey Primary

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Austrey CE Primary
Number of pupils in school	90
Proportion (%) of pupil premium eligible pupils	22.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-25
Date this statement was published	September 2024
Date on which it will be reviewed	By 31/12/2025
Statement authorised by	Sara Eley
Pupil premium lead	Meg Griffiths
Governor / Trustee lead	Lesa Nield / Damian Booth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 31,080
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
Total budget for this academic year	£31,080

Part A: Pupil premium strategy plan

Statement of intent

The primary aim of the school is to ensure that all pupils are able to access all aspects of the school's provision academically, socially and emotionally in order to achieve the highest standards of achievement and are able to "live life in all its fullness". We review current research to inform the decisions on deployment of pupil premium funding and are aware that not all children who are socially disadvantaged are eligible for pupil premium and so are mindful to provide support as widely as possible. The following strategies have been successful at Austrey Primary School

- Small group interventions in core subjects
- Phonics keep up and catch-up intervention
- nurture groups to enable children to be emotionally ready to learn and make progress.
- Forest School has a very positive impact in helping children to engage in learning across the curriculum and raise self-esteem.
- Enrichment opportunities (before and after school clubs), music lessons educational visits and residential trip in Y6
- Free uniform
- Subscriptions for homework activities
- Subscriptions for Maths activities
- GDS workshops for PP pupils

Challenges

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

Challenge number	Detail of challenge
1	<i>Consistency of excellent teaching across the school is not embedded (ECTs and ECTs+1)</i>
2	<i>Low self-esteem</i>
3	<i>Poor resilience</i>

4	<i>Parental stigma (not wanting to accept help)</i>
5	<i>Lack of parental engagement</i>

Intended outcomes 2024-25

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
Increase the % of pupils reaching the expected standard in the Y1 phonics screening by embedding the Little Wandle Phonics scheme	Y1 Phonics data % will increase from previous year (69%)
Narrow the gap in attainment between the disadvantaged and their peers.	KS2 data will show this has narrowed with a focus on progress
Excellent teaching is more consistently embedded across the school.	Lesson observations by SLT and the central team will show a higher proportion of excellent teaching.
Parents feel more empowered to support their children at home and be engaged in their child's learning.	Parents evening will continue to be well attended. Parents' contribution to the development of learning passports (SEN) will be further increased. Homework will be completed, and home school diaries will show increased parental engagement. One-page profiles will show more parental involvement
Improved levels of self esteem	Pupil attitude to School and Self survey completed with disadvantaged children and strategies put in place after analysis. Survey repeated at the end of the year to show improvements
Children to feel a sense of belonging to the school/community	Parents will feel supported and will accept help/communicate more with the school. All educational visits and residential will be attended by disadvantaged pupils. Enrichment clubs will be well attended.

Activity in this academic year 2024-2025

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: £1901

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide high quality phonics teaching including keep up in R/Y1 and catch up in Y2-6 where appropriate	<ol style="list-style-type: none"> 1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. 3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). 4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly. 	1, 2,3,5
To provide interactive homework and assessments for Maths – Sum dog subscription	Regular practice and revisiting concepts helps children commit concepts and methods to long-term memory	2,3,5
To provide interactive homework and assessments for English – Ed Shed and Spelling Shed subscription	Regular practice and revisiting concepts helps children commit concepts and spelling rules/patterns to long-term memory	2,3,5

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

Budgeted cost: £23,329

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nessy Intervention	Nessy learning is inclusive because it is individualised. Methods are based on Structured Literacy, and are guided by the Science of Reading.	2,4
Small group intervention	EEF COVID-19 support guide for schools <i>"There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy."</i>	2,3
GDS workshops with Dave Sharrock	PP pupils will have the opportunity to work with higher achieving pupils at their own and other schools which will give them confidence to mix with other pupils as well as gaining knowledge and skills	2,3

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

Budgeted cost: £5850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School	Education Endowment Foundation (EEF) – "Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved"	2,3
Enrichment opportunities	Enabling disadvantaged children to "live life in all its fullness" by gaining new skills and experiences	2,3
Uniform	Children feel a sense of belonging to the school	5

Total budgeted cost: £31080

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.

PP Children Data (Using ELG, phonics, NFER assessments and DFE assessments)

Year 6 – 2 disadvantaged pupils

100% achieved ARE in reading, 100% in writing. 100% GPS and 100% Maths

GLD in reception – 3 disadvantaged 67% achieved

Y1 Phonics – 2 disadvantaged 50% passed

Y6 results - cohort of 11

Reading = 100% ARE+, 36% GDS (including 2 PP)

Writing = 91% ARE+, 27% GDS (including 2 PP)

Maths = 91% ARE+, 36% GDS (including 2 PP)

GPS = 91% ARE+, 36% GDS (including 2 PP)

Combined = 82% ARE+, 23% GDS (including 2 PP)

TT Rockstars - Precision teaching interventions and class teaching having more focus on times tables has improved the percentage of pupils expected to achieve the standard required. Monthly soundchecks have enabled teachers to identify pupils who require more support.

Y4 MTC check – 73% of pupils achieved at least 20/25, 25% achieved full marks. The average score was 19.5.

Little Wandle subscription and resources – English Hub reported that phonics teaching was strong and showed 100% fidelity to our chosen SSP (Little Wandle)

The teacher completed her NPQLT and will continue to lead to reading and phonics across the school. She was able to talk articulately and confidently at Trust reviews and with EYFS school improvement partner

Forest School - Children were emotionally ready to learn so made more progress across the curriculum. Pupil and parent voice was extremely positive. In year admissions who received nurture support made excellent progress both socially and academically.

Enrichment opportunities - Both PP pupils attended the residential and as we had joined with Y6 pupils from two other small schools, they knew more pupils who would

be attending their high school and felt more confident on this transition. All PP pupils attended 2 or 3 educational visits to enhance the curriculum.

Uniform - PP Children wore the same uniform as non-PP children including in year admissions

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
Nessy	Nessy
Collins Big Cat	Collins
TT Rockstars	TT Rockstars
Spelling Shed	Literacy Shed
NELI	DfE
White Rose maths	White Rose Maths
Letter-join	Letter-join
Picture News	Picture News
Purple Mash	Purple Mash
SumDog	SumDog

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