

Aragon Primary School 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	567
Proportion (%) of pupil premium eligible pupils	22% (123 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 2023/2024 2024/2025
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Clare Ryder
Pupil premium lead	Katie O'Sullivan
Governor / Trustee lead	Isabelle Paget

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 183330
Recovery premium funding allocation this academic year	£ 14463
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <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.</i>	£0
Total budget for this academic year <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>	£197793

Part A: Pupil premium strategy plan

Statement of intent

At Aragon, we nurture a love of learning. We ensure that all children have access to the same learning and curriculum opportunities regardless of their starting points. We have ambition for all and ensure our teachers and support staff are aware of current education research to support their practice.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and reach their potential across all subject areas.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. This will include monitoring attendance, academic data and pupils' well-being

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Year 5 gaps between the disadvantaged children and their peers 25% of the year group are entitled to the PP grant and the gap in Reading is 22%, 18% in Writing and 26% in Maths
2	Year 3 gaps between the disadvantaged children and their peers 35% of the year group are entitled to the PP grant and the gap in Reading is 17%, 17% in Writing and 13% in Maths
3	Year 2 17% of the year are entitled to the PP Grant, 14% on the SEND register and 3 children on both. In Reading the gap is 15.34% and 16.67% in Writing.
4	Limited access to life experiences and knowledge of the world.

5	Emotional/social/behavioural difficulties which impact on pupils' ability to focus on learning (including confidence, self-regulation and resilience)
6	SEND children who are PP having limited opportunities for real life and practical learning and access to resources for home learning
7	To improve the attendance of PP children in Years 3 and 5 (2022-23- Y3 = 91.2% and Year 5 = 92.8%)

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
<p>1. In Year 5, the gap between children in receipt of the PPG and their peers to be: (20/75 children, 3 of whom are on SEND support) R: gap of 22.37% (9 children) to under 10% (4 children) W: gap of 18.7% (11 children) to under 9% (5 children) Maths: gap of 26.04 % (8 children) to under 10% (3 children)</p>	<ul style="list-style-type: none"> Assessment data in data drops every term to show the gap is narrowing. Pupil progress meetings with phase leaders and class teachers.
<p>2. In Year 3, to narrow the gap for PP and PP/SEN pupils to: (24/68 children, 8 of whom are on SEND support) R: gap of 17.42% (8 children) to under 9% (4 children) W: gap of 16.67% (10 children) to under 8% (5 children) Maths: gap of 13.64% (6 children) to under 8% (3 children)</p>	<ul style="list-style-type: none"> Assessment data in data drops every term to show the gap is narrowing. Pupil progress meetings with phase leaders and class teachers.
<p>3. Year 2 to narrow the gap for PP and PP/SEN pupils to: (15/88 children, 1 of whom is on SEND support) R: gap of 15.34% (6 children) to under 8% (3 children) W: gap of 16.67% (9 children) to under 8% (5 children)</p>	<ul style="list-style-type: none"> Assessment data in data drops every term to show the gap is narrowing. Pupil progress meetings with phase leaders and class teachers.
<p>4. All children leave primary school with a broad knowledge of the world enriched through varied experiences, reaching their full potential irrespective of background or ability.</p>	<p>Observations show that 'Quality First Teaching' will be consistently high quality in all areas of the curriculum so that 100% of disadvantaged pupils who do not have SEND reach age related expectations in all areas and those with SEND make at least expected progress from their individual starting points, closing the attainment gap over time. Disadvantaged children are offered access to a wide range of extra curricular</p>

	experiences and activities, both in school and out of school.
5. All children leave primary school with high levels of confidence, the ability to self-regulate their emotions and the resilience to overcome challenges they are faced with.	100% of disadvantaged pupils display high levels of confidence and resilience. All disadvantaged children without SEND needs linked to social and emotional difficulties can independently self-regulate their behaviour, and those with SEMH can self-regulate with relevant adult (TA and SLT) support and scaffolds
6. SEND children who are PP having limited opportunities for real life and practical learning and access to resources for home learning	All families have access to the resources they need to support learning at home. All disadvantaged children engage successfully in home learning activities and are offered support for extra-curricula activities
7. To improve, the current gap of 2.6% in Year 3 and 2.4% in Year 5 between the attendance of PP children and their peers.	For all pupils attendance to be above 95%, aspirationally 96%.

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: **£98330.98**

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA/HLTA training	Enhanced support for our PP children. TAs/HLTAs confident to deliver quality guidance and feedback – DH £3520.60 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1 2 3 4 5 6
Reading for Pleasure	Reading Lead to attend Wandle English Hub RfP training (all year) free – but obligation to invest £2000 in new books over the course of the year and supply costs £1440 https://padlet.com/enquiries144/wandle-english-hub-tsrc-9s7457zodntaqjxg	1 2 3 4
HLTA support to TAs and CTs in Years 2, 3 and 5	Enhanced support for PP children in class - £69728.40 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1 2 3 4
Staff CPD	All staff will complete the Little Wandle Letters and Sounds comprehensive training to a high standard.	1 2 3 4

	<p>EYFS and KS1/KS2 teachers to complete the SEND/keep-up programme training.</p> <p>Safeguarding</p> <p>Emotion Coaching - from LBL – 6 units - £780</p> <p>HT and Inclusion Lead – Attachment and Trauma Project – Year 2 cost?</p> <p>Colourful Semantics - £150 training – moving from word to sentence level in writing</p>	
Monitoring	<p>PP children to be monitored closely as part of book trawls, data drops and curriculum reviews. £7353.64</p>	1 2 3 4 5 6
AHT and EWO	<p>Assistant Headteacher to monitor and evaluate children's attendance. To strategically lead on improving attendance to >96%.</p> <p>£8362.34</p> <p>EWO to lessen percentage of persistent absentees through monitoring and working closely with the families.</p> <p>£4996</p>	7

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

Budgeted cost: **£53571.48**

Activity	Evidence that supports this approach	Challenge number(s) addressed
LWL & S Rapid Catch-up	<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: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>4 x a week, 15 min</p> <p>Year 5 – 5/13 = PP, 4/13 = PP and SEND - £2125.76</p> <p>(Year 4 – 4/18 = PP, 2/18 = PP and SEND)</p> <p>Year 3 – 9/14 = PP, 6/18 = PP and SEND - £2125.76</p> <p>Year 2 – 3/22 = PP, 3/22 = PP and SEND - £10097.36</p>	1 2 3 4
Reluctant Readers	<p>Daily reading with reluctant readers as part of our 'Reading for Pleasure' strategy (Reading TA)</p>	1 2 3 4

	£20282.08	
Engaging with the National Tutoring Programme to provide.	Morning maths group in Year 5/3/2 Pre-teaching for English and Maths One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk) £8418.01	1 2 3 4
Bespoke SMART interventions	Year 5 – Writing, Reading, Maths (before school) x5 per week Year 3 - Writing, Reading, Maths (before school) X5 per week Year 2 - Writing, Reading, Maths (before school) X5 per week £10522.51	1 2 3 4

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

Budgeted cost: £63889.91

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ Family Liaison Officer	FLO to support vulnerable families in accessing wider social and emotional support https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413695/Schools_and_parents.doc £26484.64	5 6 7
HAF programme	Research has shown that the school holidays can be pressure points for some families. For some children this can lead to a holiday experience gap, with children from low-income households being: -less likely to access organised out-of-school activities -more likely to experience ‘unhealthy holidays’ in terms of nutrition and physical health -more likely to experience social isolation https://www.gov.uk/government/publications/holiday-activities-and-food-programme/holiday-activities-and-food-programme-2021	5 6 7
Cultural Capital	To increase the number of PP children invited to after school extra-curricular clubs. Family Liaison Officer and Office Manage to monitor PP children expenditure £2713.83	5 6

<p>Offering a wide range of high-quality extracurricular support</p>	<p>To boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising.</p> <p>PP grant to contribute towards PP children attending school trips. Rigorous tracking to ensure equity of opportunity.</p> <p>Disadvantaged pupils will be encouraged and supported to participate.</p> <p>50% of enrichment activities will be funded.</p> <p>Breakfast clubs and meal provision.</p> <p>Uniform costs.</p> <p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork.</p> <p>£10000</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>OPAL play - Home - Outdoor Play And Learning</p> <p>Enrich – OAA – cross curricular orienteering course £2400</p> <p>EE - School Orienteering & Cross-Curricular Web.pdf (dropbox.com)</p>	<p>5 6 7</p>
<p>Dufus Community Foundation</p>	<p>Mentoring for resilience, anxiety, emotions and transitions – trained youth worker</p> <p>4 x per term</p> <p>(free) Duffus Community Foundation (duffusfoundation.org)</p>	
<p>Utilising a DfE grant to train a senior mental health lead.</p>	<p>The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>The pupils’ needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>£1440 – supply costs</p>	<p>5 6</p>
<p>Run nurture groups and ELSA for vulnerable children</p> <p>Two ELSAs employed</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>‘Soft’ landings for children to start the day</p> <p>£13242 – ELSA group – HLTA</p> <p>£2397.59 – ELSA groups - FLO</p>	<p>5 6</p>
<p>Drawing and Talking Intervention</p>	<p>Drawing and Talking is a safe and gentle therapeutic intervention for children who need an alternative to talk-based therapy providing them with a creative way to process emotions</p>	

	Drawing and Talking - Home page Subscription £100 ELSA groups - £4251.52	
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	Weekly attendance meetings with the safeguarding team to discuss vulnerable children. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence Working together to improve school attendance - GOV.UK (www.gov.uk) <u>£3260</u>	

Total budgeted cost: £215792.40

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>Whole School Maths Greater Depth</p> <p>Gaps Whole School – In Maths GD across the school, the gap between our PP children and our Non-PP is +15.01 – Reduced to 8.57%</p>
<p>Upper Key Stage 2</p> <p>Year 5</p> <p>In Year 5 the gaps between our PP children and Non-PP is +24% Reading +12% Writing +24% Maths – Reading – 22.37% Writing – 18.7% Maths – 26.04%</p>
<p>Upper Key Stage 2</p> <p>Year 6</p> <p>In Year 6 the gaps between our PP children and Non-PP is 30% in both Reading and Maths Reading – 7.19% Maths – 20.36%</p>
<p>Early reading and phonics:</p> <p>71% of PP reached the threshold in Y1 for phonics compared to 98% non-PP. (2022) Assessments and observations suggest our disadvantaged children have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Those disadvantaged children yet to reach the expected standard, also read less often at home. 82.4% PP, 88.9% Non PP</p>

Attendance

64% of our PP children have an attendance of 96% or less (school target).

PP – 94.5%

Non PP – 94.1%

National PP 89.6%

Wellbeing and Cultural Capital

Many of our disadvantaged pupils enter school with limited wider experiences and cultural capital. This is further compounded by pupils accessing less after school clubs which offer a range of experiences and broaden children's horizons.

2+ spaces offered at each after-school club/The Hive/Holiday clubs

PP Y6 children offered support for residential course

PP children offered complete payments for excursions

Attainment & progress

Pupils	FSM6	Not FSM6	Attainment			Progress			
			Average Scaled Score (Re, Ma)			Average Scaled Score (Re, Ma)			
			FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap	
Summary	All Pupils	18	42	106.4 ⬆	109.5 ⬆	-3.1	1.4	3 ⬆	-1.6
Gender	Male	8	20	106.3	107.9	-1.6	1.8	4.7	-2.9
	Female	10	22	106.6	110.9	-4.3	1.1	1.7	-0.6
DFE Prior Attainment	Higher attainers	3	12	114.3	112.3	2	4.1	1.9	2.2
	Middle attainers	12	11	104.3	106	-1.7	-0.2	1.7	-1.9
	Lower attainers	2	7	103.5	103.8	-0.3	7.2	6.9	0.3
SEN Group	SEN Support	2	3	103.5	99.7	3.8	7.2	-0.7	7.9
	EHC Plan	-	4	-	103.4	-	-	4.2	-
	No SEN	16	35	106.8	111	-4.2	0.6	3.3	-2.7
Ethnic Group	White	12	25	105.6	106.8	-1.2	0.8	2.7	-1.9
	Not White	6	17	108.2	113.4	-5.2	2.7	4.2	-1.5

Attainment & progress

Pupils	FSM6	Not FSM6	Attainment			Progress			
			% Expected Standard + (Re, Wr, Ma)			% Expected Standard + (Re, Wr, Ma)			
			FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap	
Summary	All Pupils	24	44	58%	68%	-10%	-	-	-
Gender	Male	16	24	50%	63%	-13%	-	-	-
	Female	8	20	75%	75%	0%	-	-	-
SEN Group	SEN Support	7	8	14%	38%	-24%	-	-	-
	EHC Plan	1	-	0%	-	-	-	-	-
	No SEN	16	36	81%	75%	6%	-	-	-
Ethnic Group	White	17	26	59%	77%	-18%	-	-	-
	Not White	7	18	57%	56%	1%	-	-	-