

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	610
Proportion (%) of pupil premium eligible pupils	22.6% (138 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 2024/2025 2025/2026
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Clare Ryder
Pupil premium lead	Rob Myers
Governor / Trustee lead	Isabelle Paget

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 202,760
Pupil premium (and recovery premium*) funding carried forward from previous years (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.</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>	£202,760

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 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 Attainment of Year 6 Pupils	In Year 6 the gaps between disadvantaged children (19/79 24%) reaching greater depth and their peers needs to be reduced.
2 Attainment of Years 3 and 4	In Year 3 (18/90 20%) and 4 (24/69 34.7%) the gaps between the disadvantaged children and their peers in writing need to be reduced.
3 Extra-curricular opportunities	Limited access to life experiences and knowledge of the world particularly for intersectional children who are both PP and SEND
4 Emotional Wellbeing	Emotional/social/behavioural difficulties which impact on pupils' ability to focus on learning (including confidence, self-regulation, and resilience)
5 Attendance	Low attendance of PP children
6 Early Reading	Ensure that our disadvantaged children's access to books and support for reading is the same as their peers

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>Year 6 Greater Depth: gaps between disadvantaged children (19/79 24%) and their peers reduced:</p> <p>Reading: 14.73% to under 10%</p> <p>Writing: 10.48% to under 6%</p> <p>Maths: 20.95% to under 12%</p>	<p>Assessment data in data drops every term to show the gap is narrowing.</p> <p>Aragon matches national data statistics</p> <p>Monitoring visits show strategies and routines in place</p>
<p>Year 3 (18/90 20%) and 4 (24/69 34.7%) writing gap between the disadvantaged children and their peers reduced from:</p> <p>Year 3 – 27.78% to under 15%</p> <p>Year 4 – 25% to under 15%</p>	<p>Assessment data in data drops every term to show the gap is narrowing.</p> <p>Pupil progress meetings with phase leaders and class teachers indicate that all strategies are being implemented.</p> <p>Monitoring visits show strategies and routines in place</p>
<p>Increased access to life experiences and knowledge of the world including those SEND children who are PP</p>	<p>Tracker shows that all PP (including those with SEND) children have access to all wider opportunities: trips, clubs, workshops. Families are closely liaised with to support children to take up opportunities offered.</p> <p>Targeted family support specifically in the engagement of reading: books given, morning reading club, meetings with Pastoral Lead</p> <p>Maintenance of tracking document</p> <p>Teaching will be of consistently high quality in all areas of the curriculum so that the attainment gap between disadvantaged pupils and their non-disadvantaged peers closes over time.</p> <p>29 children who are PP and SEND to have an adult mentor who stays with them as they progress through the school: weekly check-ins-attendance, homework, support, interests, well-being</p>
<p>Emotional/social/behavioural difficulties which impact on pupils' ability to focus on learning (including confidence, self-regulation, and resilience)</p>	<p>All disadvantaged pupils display high levels of confidence and resilience.</p> <p>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.</p> <p>Evidenced through our Pupil voice opportunities, enrichment, clubs, QFT</p>

To improve the attendance of PP children in Year 2 gap to reduce by 2% (2023-24- Y1 = 91.6% gap of 4.3% compared to their peers 95.9%)	For all pupils attendance to be above 95%, aspirational 96%.
Early Reading	Ensure that our disadvantaged children's access to books and support for reading is the same as their peers

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: £47216.06

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA/HLTA training	Training given for enhanced support for our PP children. TAs/HLTAs confident to deliver quality guidance and feedback – DH £3305.25 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1 2 4 6
Reading for Pleasure	Targeted family support by RM (£1980.42) and KA (£1560.75) to invest £1000 in new books to engage reading over the course of the year. Delivery of the support from KA (£1170) £4711.17	1 2 6
HLTA support to TAs and CTs in Years 3, 4 and 6	Enhanced support for PP children in class – £30000 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1 2 3 4 5 6
Staff CPD	All staff will complete the Little Wandle Letters and Sounds comprehensive training to a high standard. £255 EYFS and KS1/KS2 teachers to complete the SEND/keep-up programme training - £1,035 Safeguarding training once per term - £210 Shared Writing - £135 Writing across the curriculum - £135 Writing Course - £76 £1846	1 2 3 4 6

Monitoring	PP children to be monitored closely as part of book trawls, data drops and curriculum reviews. (HT/DH/SendCo) £7353.64	1 2 3 4
AHT and EWO	Assistant Headteacher to monitor and evaluate children's attendance. To strategically lead on improving attendance to >96%. £8362.34 EWO to lessen percentage of persistent absentees through monitoring and working closely with the families. £4996	5

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

Budgeted cost: £98503.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
LWL & S Rapid Catch-up 7 children in Years 2 to 5.	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 Rapid Catch-Up x 3/4 per week. £19101.60	1 2 3 4 6
Reluctant Readers	Daily reading with reluctant readers as part of our 'Reading for Pleasure' strategy (Reading TA) £20282.08	1 2 3 4 6
Bespoke SMART interventions	Targeted interventions: Rapid Catch-Up, Pre-teach sessions, handwriting, conferencing, reading responders, ELSA etc £59120	1 2 6

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

Budgeted cost: £88119.94

Activity	Evidence that supports this approach	Challenge number(s) addressed
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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 £36522 (total salary) - 60 hours, see below £35321.64	3 4 5
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 £124.44	3 4
Cultural Capital	To increase the number of PP children invited to after school extra-curricular clubs. Family Liaison Officer and Office Admin contact all parents, monitor attendance and track PP children expenditure 10 hours per half-term -FLO 8 hours per half term - Office admin Total £1983.72	3 4
Mentor	29 children who are PP and SEND to have an adult mentor who stays with them as they progress through the school: weekly check-ins- attendance, homework, support, interests, well-being £10711	4 5
Offering a wide range of high-quality extracurricular support	To boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. PP grant to contribute towards PP children attending school trips. Rigorous tracking to ensure equity of opportunity. 1. Disadvantaged pupils will be encouraged and supported to participate. 100% of enrichment activities will be funded for all children (PGL is discretionary, funding from 50% to 100%) 2. Breakfast clubs and meal provision. 3. Uniform costs. 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. £10000 Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) OPAL play - Home - Outdoor Play And Learning	3 4

	EE - School Orienteering & Cross-Curricular Web.pdf (dropbox.com)	
Run nurture groups and ELSA for vulnerable children Two ELSAs employed	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) 'Soft' landings for children to start the day (£2397.59 – ELSA groups – FLO, already included) £13242 – ELSA group – HLTA	4
Drawing and Talking Intervention	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 Drawing and Talking - Home page Subscription £118.80	4
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>	5
AHT and EWO	Assistant Headteacher to monitor and evaluate children's attendance. To strategically lead on improving attendance to >96%. £8362.34 EWO to lessen percentage of persistent absentees through monitoring and working closely with the families. £4996	5

Total budgeted cost: £233839.68

Part B: Review of the previous academic year

Targets set for 2023/24 with actual outcomes

<p>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) – By July 2024- 20/79 children Reading: gap of 22.37% (9 children) to under 10% (4 children) – 8.57% Writing: gap of 18.7% (11 children) to under 9% (5 children) – 10.95% Maths: gap of 26.04 % (8 children) to under 10% (3 children) – 27.86%</p>
<p>In Year 3, to narrow the gap for PP and PP/SEN pupils to: (24/68 children, 8 of whom are on SEND support) - By July 2024- 15/67 children Reading: gap of 17.42% (8 children) to under 9% (4 children) –16.9% Writing: gap of 16.67% (10 children) to under 8% (5 children) –16.2% Maths: gap of 13.64% (6 children) to under 8% (3 children) -11.42%</p>
<p>Year 2 to narrow the gap for PP and PP/SEN pupils to: (15/88 children, 1 of whom is on SEND support) By July 2024- 18/86 children Reading: gap of 15.34% (6 children) to under 8% (3 children) – 28.6% Writing: gap of 16.67% (9 children) to under 8% (5 children) – 26.9%</p>
<p>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 Tracker 2023-2024</p>
<p>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. All children received appropriate interventions. Emotion coaching used by all staff to help regulate children. Behaviour policy adapted to become more relational. School based avoidance / Persistent absentees reduced to 10.1%</p>
<p>SEND children who are PP having limited opportunities for real life and practical learning and access to resources for home learning Pupils had access to MMSP inclusion games and / or development league activities. Assisted technologies used in lessons and Seesaw work adapted. OAG has been embedded in all lessons to help all children.</p>
<p>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. Year 3 – 2.1% Year 4 – 2%</p>