



Asterdale Primary School

Pupil premium strategy statement 2023-24

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Asterdale Primary School
Number of pupils in school	215 (198 YR-Y6 & 17 YN)
Proportion (%) of pupil premium eligible pupils	59 / 198 (YR-Y6) 30 %
Academic year/years that our current pupil premium strategy plan covers	2023-24 (Year1of3)
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024 (Year 1of3)
Statement authorised by	David Evans
Pupil premium lead	John O'Leary
Governor lead	Simon Higginbotham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,000
Recovery premium funding allocation this academic year	£9,572
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	£99,572

Part A: Pupil premium strategy plan

Asterdale Primary School



Statement of Intent – Pupil Premium:

Our pupil premium spend plan holds the highest aspirations for all in line with our Asterdale vision of 'Together we can'. We have a whole school culture where all staff are responsible for raising outcomes and expectations for our vulnerable and disadvantaged children and also for those not eligible for the funding.

All members of staff and the governing body at Asterdale Primary School accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We also recognise the vital role that parents and carers play in the lives of their children. Working with parents of disadvantaged children is essential to our pupil progress, and so we ensure that they understand that they can make a positive contribution to their children's achievement in school by engaging in school life.

Daily quality-first teaching is at the centre of our Asterdale approach. We know that all pupils benefit from consistently high-quality teaching and therefore our strategy expects this with further additional intervention through one-to-one and small group teaching. This is proven to have the greatest impact on closing the disadvantage attainment gap and also benefitting non-disadvantaged pupils.

Our ambition is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas to be the best learner they can be. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including offering additional challenge for our high attaining children.

We ensure robust monitoring and evaluation takes place in order to review the use of the Pupil Premium, by the school and governing board throughout the year which allows us to remain critical and confident that pupils are being given opportunities to achieve their full potential.

When planning the pupil premium spend, we plan to narrow any gaps there may be between groups. All children regardless of background or challenges they may face must make good progress and achieve across all subjects of the curriculum. The spend ensures our children (regardless of whether they are disadvantaged or not) will have access to new opportunities, responsibilities and broad experiences.

In this way, it can powerfully address social disadvantage and build cultural capital for later life. Enrichment opportunities are planned for all pupils within our Pupil Premium approach. The spend also encompasses a high level of emotional/social wellbeing support alongside academic intervention.

We work tirelessly to improve outcomes for our low-attaining pupils upon entry to Asterdale and through carefully targeted use of the pupil premium funding we work to eliminate barriers to learning and ensure all children make maximum progress and achieve their potential both academically and with their wider personal development.

Identified Challenges: 2023-24

Challenge number	Detail of challenge
1	Reading attainment and fluency rates for Disadvantaged pupils are lower than non-Disadvantaged, particularly across Key Stage 2, which contributes to further impact on access to learning across the curriculum, especially pupils becoming confident readers.
2	Specific learning gaps for Disadvantaged pupils upon entry (focusing on Communication, Speech and Language) which impacts on progress rates and attainment upon entry at EYFS and KS1.
3	Writing attainment for Disadvantaged pupils is significantly below non-Disadvantaged pupils, especially across Key Stage 2.
4	Increased barriers including attendance and SEMH have been identified for our Pupil Premium children, impacting upon their ability to engage and become confident and successful learners.
5	Pupils have limited exposure to sufficient quality texts which has had an impact on their breath of vocabulary use and application to learning across the curriculum.
6	Pupil Premium children have been identified as having reduced life experiences to many of their peers and reduced cultural capital which has impacted on their access to a broad and balanced curriculum.
7	Some of our Disadvantaged pupils also have multiple barriers relating to SEND and poor working memory which impacts on their retention of key knowledge and concepts taught. Therefore, a metacognition-based approach to learning is central to teaching & learning approaches to ensure learning is accessible for all.



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Intended outcomes 2023-24

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
Increased progress for identified Disadvantaged learners in Writing through targeted intervention and feedback	All identified Disadvantaged learners make progress from their starting points against year-group specific Writing criteria
Increased pupil confidence and continued positive attitudes to reading – particular focus for increasing reading fluency for Disadvantaged learners	Pupils demonstrate increased fluency rates from their starting points so that they access learning across the curriculum with confidence
Barriers in Communication & Language for early-readers and learners within Early Years/KS1 are removed through targeted intervention	Pupils make good progress and achieve towards expected standards in specific early learning goal areas incl. Communication & Language.
Independent support materials (incl. technology) enable Disadvantaged learners to further close gaps in their learning	Disadvantaged learners access appropriate learning materials that meet their needs and allow them to make further individual progress
Improved outcomes in all areas of learning for Disadvantaged EYFS pupils.	An increase in the proportion of Disadvantaged pupils making better than expected progress from their baseline starting points to attain a 'Good Level of Development'
Disadvantaged learners are supported in their retention of the taught curriculum through teaching adaptations with awareness of working memory difficulties	Disadvantaged learners use a range of retrieval strategies to improve their working memory and knowledge recall
To continue to monitor improving attendance with specific awareness of identified Disadvantaged pupils/families.	<p>The attendance of Disadvantaged pupils to be at least in line with the national average, therefore narrowing the attendance gap for Pupil Premium children, when compared to their peers.</p> <p>A term-on-term reduction in the percentage of persistent absence for Disadvantaged children.</p>



<p>To achieve and sustain improved well-being for all pupils in school, particularly our Disadvantaged children</p>	<p>Dedicated and targeted support (eg – pastoral / Forest Schools programme) enables Disadvantaged pupils to overcome significant and identified barriers to learning (attendance and social/emotional concerns) and therefore can make good progress against personal targets.</p> <p>A sustained positive programme of family engagement and support for parents and carers to ensure early intervention pathways of support.</p> <p>Meaningful, relevant and high-quality data from pupils (pupil voice, pupil surveys, parent/carer surveys) and teacher observations to demonstrate high levels of well-being, including resilience and determination for our children.</p>
<p>To improve the vocabulary application in learning as a result of exposure to quality texts.</p>	<p>Children to demonstrate an improved quality of written work, in particular showing a significantly broader vocabulary throughout their writing.</p>
<p>Increased opportunity to broaden life experiences and increase cultural capital.</p>	<p>A significant increase in the participation of enrichment activities, particularly among disadvantaged pupils in the areas of creativity (music, art), outdoor learning and sport.</p> <p>Children able to talk in a positive manner about their life experiences within school (pupil voice and surveys).</p>



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Activity in this academic year (2023-24)

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: £16 572.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Bespoke targeted feedback for identified Disadvantaged learners in Writing</p> <ul style="list-style-type: none"> Writing Lead to provide additional 1:1/small-group targeted teaching to raise outcomes in Writing for Disadvantaged learners Identified support tuition groups for bespoke additional teaching 	<p>Feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning. EEF Feedback</p> <p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. EEF One-to-One tuition Impact + 6 months</p>	3, 7
<p>Implementation of retrieval strategies to support knowledge retention for Disadvantaged learners across the curriculum – (link to metacognition)</p>	<p>Explicit teaching of metacognitive and self-regulatory strategies encourages such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>EEF - Cognitive Science Impact + 6 months EEF - Teaching for Mastery Impact + 5 months</p>	1, 7
<p>Implement a book-based Writing scheme across school to raise attainment in Writing with a focus on high-quality vocabulary acquisition</p>	<p>EEF - Vocabulary</p> <p>Pupils make connections across learning through prioritising a high-quality vocabulary rich curriculum which makes links to quality texts.</p>	3
<p>Implementation of reading comprehension lessons</p>	<p>EEF - Reading Comprehension Strategies</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>	1, 7

<p>Continual CPD for staff through dedicated-release time to ensure effective monitoring of impact: x1 release day per-term eg: modelling best practice, paired observations, intervention impact reviewing)</p>	<p>High quality staff CPD is essential to ensure EEF principles continue to under-pin our approach Monitoring for impact to ensure intended outcomes continue to be met and focussed.</p>	<p>1, 2, 3</p>
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Targeted academic support (eg: tutoring, one-to-one support structured interventions)

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading fluency: Providing targeted bespoke reading fluency intervention (T.A delivered) to accelerate reading fluency progress</p>	<p>EEF - Reading Comprehension Strategies Impact + 6 months</p> <p>Reading fluency gaps identified for bottom 20% of all year groups with further identification of Disadvantaged learners requiring targeted support through intervention programme to increase fluency rates.</p>	<p>1</p>
<p>Implement 'Early Talk Boost' to boost language skills and accelerate progress in language and communication within EYFS T.A delivered intervention programme</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and combination of the two show positive impacts on attainment.</p> <p>EEF - Oral Language Interventions Impact + 6 months</p> <p>EEF: There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p>	<p>2</p>
<p>Providing further additional Speech & Language interventions for identified learners</p>	<p>EEF - teaching-assistant-interventions Impact: +4months</p> <p>EEF - Oral Language Interventions Impact + 6 months</p>	<p>2</p>



<p>Delivery of targeted phonics interventions to support learners in accelerating early reading skills and phonological knowledge</p> <p>Little Wandle Phonics</p> <p>Little Wandle Rapid Catch-Up</p>	<p>EEF: Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>Phonics - EEF (High Impact)</p> <p>Impact + 5 months</p>	<p>1</p>
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Wider strategies (eg: related to attendance, behaviour, wellbeing)

Budgeted cost: £61,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhance school library facility to ensure that all pupils have access to a broad selection of engaging texts to support wider-school reading for pleasure</p>	<p>Library facility also provides opportunity for homework support for Disadvantaged learners to gain extra support:</p> <p>EEF - Homework impact</p> <p>Impact + 5 months</p>	<p>1, 5, 6</p>
<p>Purchase of additional supporting technology resources to meet individual learners' needs</p>	<p>Providing bespoke feedback and next steps with personalised provision through use of different resources incl. technology support: EEF - Providing Feedback</p> <p>Lumen- 10 benefits for using technology-in-the-classroom</p>	<p>1, 3, 6, 7</p>
<p>Enhance literacy opportunities by providing core quality texts (school funded) to build a personal library across a range of genres for pupils</p>	<p>EEF: Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p>	<p>1, 5, 6</p>



<p>Attendance: Through careful monitoring and tracking ensure that the average attendance of disadvantaged pupils is in line with non-disadvantaged over time monitor the number of persistent absentees</p>	<p>EEF - Parental Engagement Impact: +4months</p> <p>DFE: Working-together-to-improve-school-attendance</p> <p>Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn.</p>	<p>4</p>
<p>Maintaining SEMH positive outlooks and approaches through learning mentor role:</p> <ul style="list-style-type: none"> • Learning mentor sessions • Lunch time clubs to support pupils requiring learning support to access homework 	<p>EEF - Social & Emotional Learning</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Impact: +4months</p>	<p>4</p>
<p>Ensure mental health and wellbeing of pupils and staff continues to be deep-rooted throughout the whole school curriculum and our 'nurture' ethos incl. dedicated MH well-being lead and Forest school provision</p>	<p>A commitment for all disadvantaged pupils to access dedicated regular additional Forest School sessions including provision of necessary clothing and equipment to ensure maximum participation and skill development</p> <p>EEF - Wellbeing: social-and-emotional-learning Impact: +4months</p>	<p>4</p>
<p>Enrichment opportunities for Disadvantaged pupils to further grow curriculum experience</p> <p>(Targeted provision to enrich curriculum offer for Disadvantaged learners eg: sport, art, music and residential provision)</p>	<p>The offer of a range of additional enrichment activities has a proven record of improved attendance and raised self-esteem amongst Disadvantaged learners.</p> <p>Range of different in and/or after-school opportunities and curriculum enrichments targeted to support Disadvantaged learners and ensure that pupils have access to a wide range of activities within and beyond the school day to enhance their current knowledge, experiences and breadth of language. Pupil voice feedback validates the benefits, pride and enjoyment gained by pupils.</p> <p>EEF - Arts Participation EEF - Physical Activity Impact: +3months</p>	<p>5, 6</p>

Total budgeted cost: £99 572



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Part B: Review of outcomes for previous academic year

Pupil premium strategy impact: 2021-22

Children's attainment and achievement within phonics was affected as a result of lockdown and children being away from school for extended periods of time. Intervention and support has been led by quality first teaching provision for identified individuals. A commitment has been made to purchase a DfE validated synthetic phonics program to secure stronger teaching for all pupils. All staff have received dedicated training on the 'Little Wandle' phonics scheme. From September 2022, 'Little Wandle' has been taught across EYFS, KS1 and intervention groups for identified children in KS2.

The school has identified spelling as an area of weakness in pupil outcomes across KS1-2 - compared to that of the national average. A new 'sounds and syllables' scheme has now been fully implemented. All staff have received dedicated training in order to successfully deliver the program across KS2 pupils. Future impact is to continue to be monitored.

Teaching at a greater depth in Mathematics with a specific commitment to developing skills of problem solving and reasoning in KS1 and KS2 was identified as a priority. The 'White Rose' maths scheme and new enhanced resources were purchased. All staff have received dedicated training time in order to deliver high quality maths lessons. This continues as a whole-school improvement item for 2022-23 including further CPD to ensure sustained impact.

A commitment has been made to enable staff to undertake training on the National Tutoring Programme to deliver intervention groups with those children who have been identified as having gaps in certain areas of their learning within English and Maths areas.

A commitment for all disadvantaged pupils to access dedicated 'Forest School' sessions with lead practitioners was made for providing curriculum enrichment as part of our 'Nurture' aspect of school vision and in order to meet SEMH needs for learners upon return to school following lockdown. Other enrichment activities included subsidised residential trips and trips to the theatre and Yorkshire Wildlife Park. Children in Year 3 also received a recorder to keep for themselves along with weekly lessons taught by external provider Hothouse.



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Part B: Review of outcomes for previous academic year

Pupil premium strategy impact: 2022-23

1) Phonics impact:

Specific focus intervention continues to be identified for Pupil Premium children alongside Quality First Teaching to ensure that our Pupil Premium learners achieve in-line with their peers – specifically in Phonics to ensure they become confident readers throughout Key Stage 1. Improvements in Phonics outcomes (July23) were secured: (86% Year1 pupils passed the Phonics Screening Check) and 80% of PP pupils achieved this too (National: 62%). Forecasts for 23-24 show a similar attainment pattern continuing with the now-embedded Little Wandle Phonics scheme.

2) Raising attainment in EYFS – impact:

Identified barriers for Communication & Language within Early Years are overcome through carefully targeted early-intervention and support as well as exposure to a high-quality curriculum offer which is language-centred with focus on early reading and skilled Phonics teaching alongside a broad core and extended vocabulary identification across all areas of learning. Impact is shown as forecasts for Early Years attainment are increasing over-time.

3) Attendance impact:

Through targeted tracking & monitoring and liaising with appropriate external agencies, attendance continues to close gaps for our Pupil Premium learners.

PP Attendance average: 95.1% (Sch) vs. 85.6% (Nat). (non-PP: 95.4%)

Learning mentor support for identified pupils with vulnerable attendance continues frequently across the school-year to ensure attendance rates are maintained and continue to close gaps over time.

4) SEMH support for Pupil Premium impact:

Our school learning mentor role responds to pupil-need with particular awareness of the impact of supporting Disadvantaged learners to engage with learning and ensuring these learners keep high aspirations with motivation to learn and succeed. Therefore, through resilience-building these learners are further supported to challenge themselves to achieve from their starting points.

5) High-quality texts: Reading impact:

Impact of whole-school initiatives for reading and raising pupil engagement in reading across the curriculum is evidenced through our termly 'book gifting' whereby pupils receive a quality-first text to add to their individual Asterdale book collection. This has ensured that our most Disadvantaged learners are exposed to a range of excellent texts that broadens their vocabulary and experiences.



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Tuition impact: Targeted support for individual learners with identified specific gaps ensures pupils attain by end of Key Stage 2, as shown through outcomes in Reading SATs July 2023: (Year 6 outcomes – Reading 93% EXS 38% GDS)

6) Life experiences through enrichment impact:

A dedicated programme of enrichment through school visitors/trips and workshops across the curriculum in a wide-range of different subject areas across the school year is a feature of our curriculum offer for all pupils which brings our curriculum 'to life' and allows all pupils, particularly Disadvantaged learners, opportunities that broaden their experience and enhance social equity and cultural capital.