



Asterdale Primary School

Pupil premium strategy statement 2024-25

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	224
Proportion (%) of pupil premium eligible pupils	29 %
Academic year/years that our current pupil premium strategy plan covers	2023-24 (Year1of3) 2024-25 (Year2of3) 2025-26 (Year3of3)
Date this statement was published	December 2024
Date on which it will be reviewed	July 2024 (Year 2of3)
Statement authorised by	John O'Leary (Acting Head)
Pupil premium lead	John O'Leary
Governor lead	Simon Higginbotham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,700
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	£92,700



Asterdale Primary School

Part A: Pupil premium strategy plan

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

Challenges:

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

Challenge number	Detail of challenge
1	<p>Phonics & early reading – fluency: Closing of phonics gaps for pupils within KS1: Some disadvantaged pupils did not reach expected standards in the Phonics Screening Test requiring additional intervention and provision to prevent further widening of academic gaps.</p> <p>Reading fluency rates are lower for Disadvantaged pupils than all pupils which contributes to our pupils ability to comprehend well at expected levels.</p>
2	<p>EYFS starting points: 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.</p>
3	<p>Writing attainment: Attainment in Writing for Disadvantaged pupils is below that of all pupils requiring focus to address the attainment gap to prevent this widening.</p>
4	<p>Removing barriers & vulnerabilities – wellbeing: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils and those with social & emotional needs - Increased barriers including attendance and SEMH / self-regulation have been identified for our Disadvantaged children, with potential impact upon their ability to engage within the curriculum and become confident and successful learners.</p>
5	<p>Reading books – access to quality texts: Pupils have limited exposure to sufficient quality texts which has had an impact on their breadth of vocabulary use and application to learning across the curriculum.</p>
6	<p>Enrichment opportunities: Disadvantaged 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.</p>



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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>Phonics: To increase attainment outcomes for disadvantaged learners in Phonics</p>	<p>Attainment in phonics for disadvantaged learners will be in line with national & all pupils at the end of the academic year in both Y1 and Y2 over time.</p>
<p>Fluency: To improve rates of fluency for disadvantaged learners.</p>	<p>All disadvantaged pupils make good progress in their reading fluency rates by end of year across all year groups.</p>
<p>Writing: Ensuring quality first teaching of Writing for all pupils</p>	<p>All identified Disadvantaged learners will make good progress from their starting points against year-group specific Writing criteria</p> <p>Y6 disadvantaged pupils will achieve at least national average progress scores</p>
<p>C&L: To improve Communication & Language skills for early readers and learners within Early Years & KS1.</p>	<p>All disadvantaged pupils will make good progress and reach expected standards in specific early learning goal areas incl. Communication & Language.</p>
<p>Quality first teaching: To embed the Asterdale Teaching Toolkit effectively across school to include QfT for SEND learners</p>	<p>Disadvantaged learners make good progress as a result of QfT strategies being implemented across core subject areas.</p>
<p>Wellbeing & enrichment: To continue embedding wellbeing strategies across school for all pupils including support for Disadvantaged pupils to access wider enrichment opportunities.</p>	<p>All pupils express positive outcomes for attitudes to school through pupil voice monitoring.</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>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>To improve attendance rates for identified Disadvantaged pupils & families through early identification and targeted support.</p>	<p>The attendance of Disadvantaged pupils to be at least in line with the national average,</p> <p>A term-on-term reduction in the percentage of persistent absentees for Disadvantaged pupils.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £23 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding further staff CPD for understanding in depth the principles of high-quality teaching & learning across school (Asterdale Teaching Toolkit):	<p>Principles stated within our Teaching Toolkit are identified as key strategies for promoting high quality teaching and learning</p> <p>Use of teacher WalkThru & Teacher Toolkit materials for staff CPD implementation</p> <p>Linked evidence: EEF - Mastery Teaching EEF - Feedback EEF - Cognitive Science EEF - Modelling EEF - Pupil Independence Through Questioning</p> <p>Principles-of-Insruction-Rosenshine - Research-Based Strategies That All Teachers Should Know</p>	1, 3
Training for staff led by SENDCO on repertoire of strategies which can be used flexibly in response to the needs of pupils and follow up support led by SENDCO & SLT	<p>Evidence shows when teachers consider emphasizing recommended strategies for pupils with SEND, the best outcomes are secured for pupils</p> <p>SEND adaptations are essential for providing an equitable, inclusive, and supportive learning environment where every student can reach their potential, irrespective of their specific challenges.</p> <p>EEF - SEND in Mainstream Schools EEF - Adaptive Teaching</p>	1, 2, 3,
Refine delivery of Little Wandle Phonics teaching so the intended scheme is taught with high consistency across school	<p>Little Wandle Phonics: DFE validated scheme: A validated phonics scheme leads to improved literacy outcomes by providing a structured, consistent, and evidence-based approach to teaching reading and writing. It supports both children's learning and teachers' instruction, contributing to better educational outcomes and helping to create lifelong readers.</p> <p>EEF Toolkit - Phonics +5months Little Wandle Phonics - Impact</p>	1, 5



<p>Embedding the implementation of 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> <p>Support for class teachers for effective subject knowledge - teaching of Writing.</p>	<p>3</p>
<p>Specialist coaching to support effective teaching of Writing across whole-school</p>	<p>A structured writing scheme is essential for producing clear, logical, and effective written communication. It benefits both the writer in terms of ease and efficiency, and the reader in terms of understanding and engagement.</p> <p>Literacy Tree - Scheme Impact</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.</p> <p>EEF One-to-One tuition Impact + 6 months</p>	<p>3</p>
<p>Staff training for implementation of revised approach to the teaching of reading</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> <p>To implement Grammarsaurus Comprehension Crushers scheme Y2-6 alongside accessing further best practice CPD from Little Wandle Little Sutton School (Phonics Lead/s) to ensure QFT of reading across school incl. upskilling all staff subject knowledge</p> <p>Comprehension Crusher</p> <p>As a result: high-quality consistent teaching of daily reading from N to Y6 is embedded within school practice.</p>	<p>1</p>



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Targeted academic support (eg: tutoring, one-to-one support structured interventions)

Budgeted cost: £19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading fluency:</p> <p>Providing targeted bespoke reading fluency intervention to accelerate reading fluency progress for identified pupils</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, 5</p>
<p>Implement 'Early Talk Boost' to increase language skills and accelerate progress in C&L within EYFS</p> <p>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.</p> <p>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>Wider support for wellbeing through coordinated provision identified by DSLMH</p>	<p>Support for both pupils and families incl. trauma informed approaches and awareness of ACES impact on pupils social & emotional wellbeing –</p> <p>Staff awareness for meeting wider pupil health needs and impact of early intervention to prevent worsening of conditions for all</p> <p>Staff CPD and awareness of zones of regulation strategies for supporting learners with self-regulation</p>	<p>4</p>



	<p>EIF - Adverse Childhood Experiences</p> <p>EEF-social-and-emotional-learning</p> <p>Zones of Regulation - Research & Evidence Of Effectiveness</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) Impact + 5 months</p> <p>Little Wandle - Rapid Catch Up</p>	1

Wider strategies (eg: related to attendance, behaviour, wellbeing)

Budgeted cost: £51,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintain access and opportunity to use school library facility so 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 Impact + 5 months</p> <p>Literacy Trust - Understanding the impact and characteristics of school libraries and reading spaces</p>	<p>1, 5</p>
<p>Further purchase of additional core quality texts 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: Working in partnership with Education Welfare Officer to continue high-profiling attendance across school</p>	<p>EEF - Parental Engagement Impact: +4months</p> <p>DFE: Working-together-to-improve-school-attendance</p>	<p>4</p>
<p>Attendance: Dedicated attendance lead to ensure robust monitoring of attendance rates across school</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>DFE: Working-together-to-improve-school-attendance</p>	<p>4</p>



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<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 additional learning 	<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>Working closely with varied stakeholders with early identification and addressing pupils emerging needs to minimise long-lasting impact on learning:</p> <p>EEF - parental-engagement</p> <p>EEF-social-and-emotional-learning</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</p> <p>EEF - Physical Activity Impact: +3months</p>	<p>4, 6</p>

Total budgeted cost: £92 700



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Part B: Review of outcomes for previous academic year

Pupil premium strategy impact: 2023-24:

Phonics & early reading:

- Impact of Little Wandle implementation: outcomes Year 1:
- 6 out of 9 Pupil Premium pupils passed the Phonics Screening Check (PSC) (67%)
- Compared to non-PP: (13/17 passed): 76%
- All 3 of Pupil Premium Year 1 pupils who did not pass the PSC are securely on-track to pass upon re-take in Year 2 (100% PP pass-rate by end of KS1)
- Continuation of targeted intervention, analysis of half-termly assessments for identifying precise individual gaps and daily quality first teaching as essential elements to ensure attainment in phonics raises above National for 24-25.
- Early forecasts for 24-25 cohort are secure within 80%+ (in line with National)

EYFS outcomes – Communication & Language:

- Impacted from evidenced Talk Boost sessions to accelerate pupil progress in C&L –:
- 7 Pupil Premium pupils x7: all x7 pupils (100%) achieved expected standard in Listening, Attention & Understanding strand of end by EYFS

Writing attainment:

Evidence not secured in outcomes for Writing across school – this remains an area for wider whole-school improvement prioritising. Embedding the fundamental elements of new scheme alongside QFT across school required further analysis of impact of targeted intervention in supporting Disadvantaged learners with applying SPAG skills within writing.

Pupil voice impact demonstrates increased positive pupil attitudes towards Writing and firm enjoyment of new scheme choice in promoting high-quality text exposure which will impact further on pupils' application into writing standards which reflect age-related expectations.

Y6 outcomes for PP learners:

	PP	nPP
R	61% AR+	82% AR+
W	46% AR+	82% AR+
M	62% AR+	73% AR+
SPAG	77% AR+	82% AR+

Attendance of disadvantaged children:

- This remains a key priority with families targeted for support.
- Term time holidays and some severe illness impacted on attendance rates.
- A small group of disadvantaged pupils continued to have poorer attendance compared to peers at school despite proactive measures through external support agencies.
- We continue to prioritise and high-profile the importance of high attendance rates with a whole-school approach to championing excellent attendance.



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Part B: Review of outcomes for previous academic year

PP attendance data July 24:

- PP pupils: (x51): At: 93%
- non-PP pupils: (x123): Att: 95.2%
- (National 95.3%) (Local Authority 95%)

Reading – investment in quality texts:

- Positive attitudes to reading continue to be further enhanced through commitment to growing pupils' individual Asterdale library of books (key core quality texts purchased termly per class per child) – this widely supports broader reading and access to texts alongside exposure to vocabulary to upskill gaps in understanding for all Disadvantaged learners.

Wellbeing:

- Wider wellbeing support strategies introducing zones of regulation as a whole-school strategy for 24-25 are a key element to SEMH and self-regulation approaches moving forward.
- All pupils continued to access Forest Schools provision (23-24) from Nursery-Y6 in supporting wider wellbeing and as a core part of the broader Asterdale offer for all pupils.

Enrichment:

- Support for enrichment visits and experiences continue to further fully enhance curriculum delivery in supporting pupils to make meaningful connections over time in retaining key learning.



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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.



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.