

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Aqueduct Primary
Number of pupils in school	237/245
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	September 2021
Date on which it will be reviewed	July 2023
Statement authorised by	Tammy Lockley
Pupil premium lead	Tammy Lockley
Governor / Trustee lead	Louise Aubrey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,565 (£105,115 with SC)
Recovery premium funding allocation this academic year	£5,583
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7,930
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	£118,628

Part A: Pupil premium strategy plan

Statement of intent

Decisions made in regard to our Pupil Premium and Recovery Premium spend have been based mainly on the research of the Education Endowment Foundation. Our spend is targeted at narrowing gaps; both in terms of experiences provided for Pupil Premium Funded children and the progress they make and the levels of attainment they achieve.

Our barriers relate to the emotional wellbeing and fixed mindset of our pupils returning to school following the Government lockdown and lower attendance rates for those pupils who are SEND and PPG children; as if our children are not in school, we cannot work to reduce other barriers to learning.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For higher percentages of disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups
- Deploying staff to support the individual needs of all the pupils
- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Ensuring that reading is at the heart of the curriculum and that pupils from disadvantaged children are given every opportunity to master how to read and have regular opportunities to read to adults to develop their skills.
- To ensure that children have the same experiences, so we support payment for activities, uniform, educational visits and residential.
- Emotional and behavioural support via our Inclusion Support Manger and our learning support assistants.

Challenges

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

Challenge number	Detail of challenge
1	Quality of teaching for all - Coupled vulnerability with SEND is an issue for some of our PP eligible pupils.
2	Quality of teaching for all - Disadvantaged pupils often display social and emotional barriers to learning (Independence, resilience, growth mindset)
3	Pupils making accelerated progress in maths in order to attain ARE by the end of the academic year.
4	SEMH needs (often external environmental factors contributing)
5	Attendance - Whole school attendance target is 96%, but PPG attendance sits below this figure.

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
Increase the impact of teaching and learning for pupils through training and professional development for staff.	Disadvantaged pupils and pupils with SEND will make increased progress when compared to previous data. Disadvantaged pupils significant and better progress will be in line with non-ppg and all pupils significant and better progress %. 80% or more disadvantaged pupils and pupils with SEND to make expected progress or better.
Disadvantaged pupils will benefit from greater developed independent learning skills.	Assessments, pupil voice and observations will indicate a significant increase in independent learning skills and metacognitive motivation.
Increased % of pupils eligible for PPG funding attaining ARE in reading, writing and maths by the end of the year 2021, 2022, 2023	All pupils eligible for PPG funding achieve ARE in line with their peers in reading, writing and maths by the end of Summer 2023. KS1 and 2 attainment to be 75% or above.
Whole school approach to social and emotional learning.	Improved social and emotional skills, academic performance, attitudes behaviour and relationships, reduced emotional distress.
Attendance for all pupils to be 96%	Attendance for pupils eligible for PPG funding incrementally increase each term. Attendance gap between disadvantaged pupils and their peers to be narrowed to be more in line with each other. No child will miss out on extracurricular activities or experiences because of financial struggles.

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 (CPD, recruitment and retention)

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>CPD for teachers and Inclusion Support Manager.</p> <p>Emotion coaching, ELSA & Growth Mindset.</p> <p>Growth Mindset CPD for all staff.</p> <p>Explicit teaching of independent problem solving and learning skills. 'Ultimately, the purpose of modelling is to help novice pupils become more capable of learning independently and thinking metacognitively.'</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</p> <p>Modelling, pupil-to-pupil and pupil-teacher talk to build the understanding of solution focused strategies and growth mindset.</p> <p>Explicit teaching of social and emotional learning skills.</p>	<p>'Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. Self-regulated learning can be broken into three essential components: cognition -the mental process involved in knowing, understanding, and learning; metacognition -often defined as 'learning to learn'; and motivation-willingness to engage our metacognitive and cognitive skills.'</p> <p>https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Teaching-Learning-Toolkit-October-2018.pdf</p>	<p>1</p> <p>2</p> <p>4</p>
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Targeted academic support (tutoring, one-to-one support structured interventions)

Budgeted cost: £ 62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional interventions delivered through precision teaching.</p> <p>Well planned use of the Covid catch up funding. Small group and 1:1 support for disadvantaged pupils to continue to close the gap.</p> <p>Opportunities to experience hands on and practical learning through funded after school clubs. After school Covid Catch up Tutoring.</p>	<p>'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average' (EEF PP Guidance).</p> <p>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness' (EEF PP Guidance).</p> <p>Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending' (EEF PP Guidance).</p>	<p>1</p> <p>2</p>
<p>Quality first teaching.</p> <p>Planning differentiated according to the ability groups within the classroom.</p> <p>Target setting.</p> <p>Regular assessments for reading, writing and maths.</p> <p>Termly pupil progress meetings that identify the pupils not making expected or better progress and these needs</p>	<p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. (EEF foundation 2018).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>3</p>

<p>identified on a provision map for each phase.</p> <p>Target pupils to be involved in intervention groups where necessary.</p> <p>Regular 1:1 speedy reading</p> <p>Superhero Readers</p> <p>Spelling sessions outside of the daily English lessons.</p> <p>After school writing club</p> <p>Additional breakfast clubs for reading and maths.</p>		
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Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA deployment to focus on individual needs within the classroom.</p> <p>1:1 TA support for vulnerable students.</p> <p>Emotion Coaching training - March 2021-Impact on TAs and their attitudes towards pupils.</p> <p>Wellbeing committee including staff, pupils, governors and the wider community. Wellbeing award progress.</p> <p>Use of RADY resources for vulnerable learners.</p> <p>Family Support Worker to break down home barriers impacting on school performance/attitudes.</p>	<p>Whole school approach to well-being and emotional learning.</p> <p>Explicit teaching of social and emotional learning skills.</p> <p>'Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.'</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p> <p>Raising the Attainment of Disadvantaged Youngsters (RADY) begins in schools with the RADY catalyst -quite simply, at the start of a Key Stage, flagging up a pupil as having untapped potential and setting end of Key Stage expectations based on their non-disadvantaged peers rather than on prior attainment.</p> <p>https://challengingeducation.co.uk/rady</p>	4

Total budgeted cost: £ 105,000

Part B: Review of outcomes in the previous academic year

<p>We have analysed the performance of our school's disadvantaged pupils during the 2021-23 academic years using key stage 1 and 2 performance data, phonics check results and our own internal assessments.</p> <p>Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without</p>
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adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments show that the attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Although ARE for disadvantaged pupils is lower than 2019, the progress between 2021 and 2023 year on year shows a significant improvement in all year groups apart from year 5, where it is broadly in line with the progress of pupils in 2021.

These results mean that we achieved the outcomes set out in challenge 1 as all pupils with SEND and PPG made at least 80% progress in all subjects apart from in Y4 writing which was 70%.

Absence among disadvantaged pupils was higher than their peers in 2021/2022. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils continues to be a focus of our plan. We did not achieve 96% attendance for our disadvantaged pupils as whole school PPG attendance was 92.98% However 7.02% of possible sessions for our PPG pupils were recorded as absent which is lower than the national data of 7.5%

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact is not comparable between disadvantaged and non-disadvantaged pupils.