

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	249
Proportion (%) of pupil premium eligible pupils	36.9%
Academic year/years that our current pupil premium strategy plan covers	2023-2025
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024/July 2025
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	£128,040
Recovery premium funding allocation this academic year	£12,180
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	£140,220

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	Language skills and early development. Pupils do not always have the language needed to express their ideas and feelings.
3	Pupils making accelerated progress in maths in order to attain ARE by the end of the academic year.
4	Emotional Wellbeing (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
<p>Increase the impact of teaching and learning for pupils through training and professional development for staff.</p>	<p>Disadvantaged pupils and pupils with SEND will make increased progress when compared to previous data.</p> <p>Disadvantaged pupils significant and better progress will be in line with non-ppg and all pupils significant and better progress %.</p> <p>85% or more disadvantaged pupils and pupils with SEND to make expected progress or better.</p>
<p>Early language acquisition and development skills are identified, prioritised, and taught.</p>	<p>EYFS lead attend home and nursery visits for new reception starters.</p> <p>Baseline assessments and Talk Boost used for early identification and progress tracking for language development.</p> <p>Talk Boost programme used across the school in both KS1 and KS2 for vulnerable pupils to identify areas for development and track progress.</p> <p>Qualified Speech and Language Teacher in school, working directly with pupils fortnightly and providing quality CPD for all adults working with vulnerable pupils.</p>
<p>Increased % of pupils eligible for PPG funding attaining ARE in reading, writing and maths by the end of the year 2024, 2025,</p>	<p>All pupils eligible for PPG funding achieve ARE in line with their peers in reading, writing and maths by the end of Summer 2023.</p> <p>KS1 and 2 attainment to be 75% or above.</p>
<p>Emotional and wellbeing support is in place for all children to make good progress in school.</p> <p>Behaviour Curriculum is developed and embedded throughout school.</p>	<p>Inclusion Manager to be the designated lead for monitoring progress of vulnerable groups (with the support of the SLT) linked to Future In Mind.</p> <p>All teaching staff are aware of vulnerable pupils in their care.</p> <p>Intervention programmes to support pupils in receipt of PPG are planned, coordinated, and evaluated for pupils to close the gap and achieve attain age-appropriate levels in all year groups.</p> <p>Extra support for vulnerable pupils through 1:1 and group support.</p>

	<p>The Inclusion manager works with senior leaders to review the needs of the pupils within the groups.</p> <p>Purchased learning support sessions for an advisory teacher and an Educational Psychologist to work with individual pupils, meet with parents to offer advice and to make recommendations to staff in how best to support pupils.</p> <p>Consistent environments take into consideration the personal, social and emotional development and needs of all pupils.</p> <p>High expectation explicitly taught.</p>
Attendance for all pupils to be 96%	<p>Attendance for pupils eligible for PPG funding incrementally increase each year.</p> <p>Attendance gap between disadvantaged pupils and their peers to be narrowed to be more in line with each other.</p> <p>No child will miss out on extracurricular activities or experiences because of financial struggles.</p>

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: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for teachers and Inclusion Support Manager.</p> <p>Future In Mind.</p> <p>Speech and Language CPD and support.</p> <p>LSAT and EP targeted support time.</p> <p>Literacy Pathway Programme</p> <p>Explicit teaching of social and emotional learning skills.</p> <p>Behaviour Curriculum.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD</p>	<p>Early identification and intervention for severe and persistent literacy difficulties with a focus on reading at word level.</p> <p>Preparing for Literacy - Preparing_Literacy_Poster.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Studies consistently show that several pedagogical approaches are effective for teaching vocabulary and social communication skills. These include explicit vocabulary teaching, modelling and interactive shared book reading. Using multiple approaches helps children's development.</p> <p>Research shows that it is effective to teach vocabulary explicitly. Children can and do learn new words and phrases when they are exposed to language used in context, such as through listening or being read to. But multiple studies show that explicit teaching is more effective for children to acquire vocabulary.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>

<p>(including Teaching for Mastery training).</p> <p>Purchase of standardised diagnostic tests.</p>	<p>Best start in life part 2: the 3 prime areas of learning - GOV.UK (www.gov.uk)</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	
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Targeted academic support (tutoring, one-to-one support structured interventions)

Budgeted cost: £69,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional interventions delivered through precision teaching.</p> <p>Well planned use of the Recovery Premium 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.</p> <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</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>Curriculum progression and coverage of knowledge has been reviewed, developed and improved so that the school curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> <p>The curriculum has sufficient depth and coverage of knowledge and skills development in all subjects. There is an updated model of curriculum progression for every subject.</p>	<p>1 3</p>
<p>Speech and Language Teacher deployed to develop early language and identify specific targeted support needs.</p>	<p>A lot of research has focused on the importance of communication and language for children from disadvantaged backgrounds. Several studies have indicated that, if children do not develop sufficient communication and language skills before starting school, this disadvantage persists and affects future attainment. If children do not develop and learn these abilities in their early years, then it has a lasting impact on their educational progress. One in 4 (23%) children who struggle with language at age 5 do not reach the expected standard in English at the end of primary school, compared with just 1 in 25 (4%) children who had good language skills at age 5.</p> <p>There is also evidence that, by the end of the Reception Year in school, there is a gap between boys and girls from disadvantaged backgrounds: girls do not lag as far behind as boys. Boys who are eligible for free school meals are much</p>	<p>2</p>

	<p>more likely to fall behind in communication and language by the age of 5: in 2015, this was 38% of boys eligible for free school meals compared with a national average of 20%. The gender gap is the highest in more deprived areas. These children are less able to access the curriculum and to articulate their thoughts and feelings. This can have a negative impact on their personal, social and emotional development. (<i>Ofsted 'Best start in life' Part 1 - Setting the scene. Published September 2023</i>)</p>	
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Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor and Inclusion Support Manager supporting groups of pupils.	Social and emotional learning 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. Social and emotional learning approaches have a positive impact, on average, of +4 months' additional progress in academic outcomes over the course of the year.	
<p>Meetings with attendance support officers to improve attendance.</p> <p>Home visits for pupils whom no contact can be made.</p> <p>School buys into a service level agreement for an Educational welfare Officer (EWO)</p> <p>Has three weekly review meetings with attendance manager and Head.</p> <p>The Attendance manager follows up attendance daily and Head once a week.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Subsidised costs of visits and experiences such as Arthog, swimming, pantomime and 15% of all curriculum linked visits and trips.</p>	<p>4</p> <p>5</p>

Total budgeted cost: £ 140,000

Part B: Review of outcomes in the previous academic year

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