

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	Aston Clinton School
Number of pupils in school	379
Proportion (%) of pupil premium eligible pupils	60 (including 15 Service)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Carol Macdonald
Pupil premium lead	Melissa Garraway
Governor / Trustee lead	Christine Moxham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,180
Service Children - PP Plus (adopted from care)	£4,650 £7,035
Recovery premium funding allocation this academic year	£6,996
School Led-Tutoring	£5,187
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£83,048

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding at Aston Clinton School we believe it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF is used to support decisions around the usefulness of different strategies and their value for money.

We strongly believe that:

Pupil needs, not labels, should drive our strategy.

Assessment, not assumptions, should drive the activity.

(Case study: Cooks Spinney Primary Academy, Harlow, 2020)

Common barriers to learning for disadvantaged children, can be less support at home, weaker knowledge of vocabulary and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that can prevent the child from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives at Aston Clinton School are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils through Quality First Teaching.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To ensure curriculum equity for all pupils which ensures that they do not receive a narrow curriculum
- ✓ To ensure all pupils receive a broad and balanced curriculum where assumptions are not made regarding their prior learning or life experiences
- ✓ 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 Quality First teaching and memorable learning opportunities meet the needs of all pupils
- Diagnostic and formative assessment is used to adjust teaching responsively, allowing staff to respond to and address gaps in learning swiftly
- Ensuring that appropriate provision is made for disadvantaged groups and that they receive curriculum equity (the curriculum is not narrowed)

- Teaching pupils to become independent learners who have belief in themselves through experiencing success in the classroom
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We adopt a 'Pupil Led Approach' at Aston Clinton where we recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Achieving these objectives:

Teaching:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved. We have invested in schemes and training to aid this (Jane Considine for English, Reading Fluency Project, Power Maths and Little Wandle for the teaching of phonics).
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Whole staff training on PP and the meaning of disadvantaged.
- Whole school monitoring through Learning walks, training, observations, work analysis.
- Whole school monitoring where SLT ensure that our Intent for Disadvantaged is being put at the heart of our curriculum intent

Targeted Academic Support:

- To allocate a 'Catch Up' phonics tutor – focussed on providing extra Phonics support for those who did not meet the expected phonics levels in year 1 and 2
- School Led Tutoring (Teacher) where there are 1:1 or a small group (3 children) focus on overcoming gaps in learning (15 hours per pupil)
- 1:1 and small group support within the lesson which can include targeted interventions based on gaps in learning
- Additional teaching and learning opportunities provided via trained Teachers

Wider Support Strategies:

- Support payment for clubs, educational visits, residentials and music lessons. Ensuring children have memorable first-hand experiences to use in their learning in the classroom.

- Emotional support from our ELSA in school. This can either be 1:1 support or group support (across all year groups)
- 'Bits & Pieces' club run by the ELSA during playtimes to offer children a more structured playtime experience
- PAT dog sessions for 1:1 or small group sessions to help children emotionally
- Homework clubs during lunchtimes
- Loaning of IT equipment for families at home

Challenges

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

Challenge number	Detail of challenge
1	Phonics: The % of children meeting the expected level for Phonics Screening Check at the end of Year 1 and Year 2 is lower than the national average. The gap between our disadvantaged and non-disadvantaged pupils is not narrowing.
2	The end of Key Stage 1 & 2 data of our disadvantaged (PP) pupils in Reading, writing and maths is lower than non-disadvantaged.
3	Consistently high-quality teaching in all classes ensuring maximum impact on learning for all children
4	Emphasis placed on the importance of spoken language and verbal interaction in the classroom.
5	Self-esteem and confidence – pupils must feel successful in their learning and aware of their value to the school.
6	Improving staff knowledge and skills – staff must be aware of, and equipped to tackle, the barriers facing our disadvantaged pupils whilst maintaining high expectations of all. Acknowledging within our school community (including Governors) that unconscious bias may exist and therefore challenging this stereotype at every opportunity.

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
Disadvantaged children meet or exceed the national percentage for the standards of the Phonics Screening Check test in Year 1. Therefore, narrowing the gap between disadvantaged and non-disadvantaged pupils.	Disadvantaged pupils are meeting or exceeding the national percentage for disadvantaged and achieving more in line with non-disadvantaged pupils in Phonics Screening Check. Year 1 disadvantaged (71%)

	<p>Year 1 non-disadvantaged (82%) NB: National data from 2019</p>
<p>All disadvantaged pupils at the end of KS1 to make or exceed nationally expected progress rates in reading, writing and maths.</p>	<p>Disadvantaged pupils are meeting or exceeding the national percentage for disadvantaged and achieving more in line with non-disadvantaged pupils in reading, writing and maths.</p> <p>KS1 Reading (National % working at expected standard or above 2019) Disadvantaged 62% Non-disadvantaged 78%</p> <p>KS1 writing (National % working at expected standard or above 2019) Disadvantaged 55% Non-disadvantaged 73%</p> <p>KS1 maths (National % working at expected standard or above 2019) Disadvantaged 62% Non-disadvantaged 79%</p>
<p>All disadvantaged pupils at the end of KS2 to make or exceed nationally expected progress rates in reading, writing and maths combined.</p>	<p>Disadvantaged pupils are exceeding the national percentage for disadvantaged and achieving more in line with non-disadvantaged pupils in reading, writing and maths combined.</p> <p>KS2 RWM (National % working at expected standard or above 2019) Disadvantaged 51% Non-disadvantaged 71%</p>
<p>Quality First Teaching in all classrooms, taking into account principles of effective classroom practice</p>	<p>Through Learning walks, peer mentoring and book analysis it is clear that all pupils experience memorable learning opportunities within lessons and make progress.</p>
<p>Emphasis is placed on the importance of spoken language and verbal interaction in the classroom throughout the school.</p>	<p>Pupils are able to:</p> <ul style="list-style-type: none"> • pupils are exposed to a language rich environment; • pupils' spoken vocabulary is extended;

	<ul style="list-style-type: none"> • structured questioning is being used consistently to develop reading comprehension; • knowledge organisers are being used for purposeful, curriculum-focused, dialogue and interaction.
<p>Disadvantaged pupils show increased self-esteem and confidence within lessons and in the general life of the school.</p>	<p>Pupils are able to talk confidently about successes within their learning and the value that they add to the school. Pupils' contributions to school and wider life are encouraged and valued.</p> <p>Pastoral needs are identified and responded to effectively.</p> <p>Disadvantaged pupils' attendance on trips and extra-curricular activities are high.</p>
<p>Staff knowledge and skills have improved and now show a greater understanding of the barriers both in and out of school facing our disadvantaged pupils.</p>	<p>Barriers for our disadvantaged are identified and effectively responded to by the whole school team. All staff are able to understand that some pupils who, for any number of reasons, may find it more difficult to engage with learning. All those working with pupils are mindful of not lowering expectations and aspirations for disadvantaged pupils.</p> <p>All staff (including Governors) must be objective and relentless in the pursuit of high expectations for all pupils regardless of background.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £20,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
Peer mentoring/ co-coaching to ensure high quality teaching in all classrooms across the school	<p>Research from the DFE and EEF show that the greatest impact on children is what happens in the classroom on a daily basis.</p> <p>Teachers and other staff should have a shared understanding of the components of inclusive quality first teaching.</p> <p>Aston Clinton's long-term plan for addressing the effect of educational disadvantage through self-review, peer review to improve pedagogical outcomes), partnership working and external accountability. But most importantly, it should help inform our efforts to maximise the attainment of disadvantaged pupils.</p>	3
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Training Little Wandle</p>	<p>We have purchased Little Wandle as it has been validated by the DFE as a SSP.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1 3 5
<p>Whole staff training on PP and the meaning of disadvantaged.</p> <p>On-going training on how to implement the PP strategy successfully into the classroom.</p>	<p>As the approaches are implemented it is important to provide support for staff so that they can take ownership of them and deliver them successfully. School leaders will likely consider:</p> <p>How to provide flexible and motivating leadership as barriers emerge;</p> <p>What training or follow-on support is required for staff beyond initial training; and</p>	6

	<p>How to respond to implementation data to tailor and improve approaches.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	
<p>Oral Language intervention and whole class teaching</p>	<p>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.</p> <p>At Aston Clinton we have an ARP (Additional Resource provision) for speech and language. We are able to access interventions and expertise from those who work within the ARP. This expertise is used for training for staff and small group/ 1:1 intervention for disadvantaged children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>4 5</p>
<p>Standardised assessments purchased for Reading (The Yarc) and Maths (Sandwell assessment)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</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>https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1</p>	<p>2 3</p>

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

Budgeted cost: £42,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Tutor (highly qualified teacher) for catch up.	<p>All staff should have the highest expectations of all pupils, irrespective of background or barriers to learning.</p> <p>Early intervention and a proactive approach mean that the underachievement of disadvantaged pupils is not inevitable.</p> <p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1 5
Tutor (qualified teacher) for Reading, Writing and Maths	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2 5
Purchase Big Cat books for our older readers who are still practising phonics in 1:1 sessions or small groups. These books are in line with the Little Wandle SSP and validated by the DFE	<p>Fully decodable reading books to support pupils aged 7+ that are still practising phonics. There is an equal mix of fiction and non-fiction readers, all expertly aligned to the letters and sounds progression with age-appropriate content but accessible text.</p>	1 2 5

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

Budgeted cost: £30,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer trained now as a DSL Reduced timetables, personal greeting at the door, change of morning routine	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.local.gov.uk/publications/children-missing-education https://static1.squarespace.com/static/5ce55a5ad4c5c500016855ee/t/5faba9bfac99946fb7bca037/1605085634665/Children+Missing+Education+-+final+report+for+publication+10.11.20.pdf	All areas
Full time ELSA PAT dog intervention Private Play therapist Private Mentor for emotional well-being	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5
Loaning of laptops for homework Homework club run within school	Surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils. Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision. Broader evidence suggests that homework should not be used as a punishment or penalty for poor performance. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	5
Funding for school trips (including	There is intrinsic value in teaching pupils creative and performance skills and ensuring	5

<p>residential), music lessons, clubs and uniform</p>	<p>disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>6</p>
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Total budgeted cost: £93,515

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Desired Outcome:	Evaluation:										
Pupils make the progress increases of which they are capable of RWM. Gaps in learning due to COVID 19 are identified and acted upon. Increased progress for pupils with SEND/ PP, closing of the achievement gap.	<p>NFER assessments purchased and used termly throughout the year to track progress:</p> <p>Assessments successfully used for identifying gaps due to COVID. Lessons and small groups for tutoring were identified and acted upon.</p>										
Diminish the attainment difference between PP and non-PP pupils in Reading	<p>The Phonics Lead has run in-house training on phonics to all teachers and TAs. Small groups have been running this year for those children in Year 1&2 who have not met the expected standard. These groups include both PP and non-PP children.</p> <p>Phonics screening check (in house):</p> <p>2020-2021</p> <table> <thead> <tr> <th>Year 1</th> <th>Year 2</th> </tr> </thead> <tbody> <tr> <td>61% have met</td> <td>73% have met</td> </tr> <tr> <td>60%PP/ 60% Non-PP</td> <td>50%PP/ 75%Non-PP</td> </tr> </tbody> </table> <p>Phonics will remain a top priority for 2021-2022</p> <p>Reading NFER PP data (including service) for those at EXS or GDS</p> <table> <thead> <tr> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	Year 1	Year 2	61% have met	73% have met	60%PP/ 60% Non-PP	50%PP/ 75%Non-PP	PP	Non-PP		
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	<p>Y1 42% 60%</p> <p>Y2 0% 55%</p> <p>SATS in-house data</p> <p>Y3 4% 86%</p> <p>Y4 67% 89%</p> <p>Y5 86% 98%</p> <p>Y6 38% 67%</p>																
<p>Diminish the attainment difference between PP and non-PP pupils in maths</p>	<p>Power Maths scheme purchased and training completed. My Maths purchased to support home learning during lockdown and for on-going homework assignments.</p> <p>Maths NFER PP data (including service) for those at EXS or GDS</p> <table> <thead> <tr> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Y1 40%</td> <td>64%</td> </tr> <tr> <td>Y2 0%</td> <td>43%</td> </tr> <tr> <td colspan="2">SATS in-house data</td> </tr> <tr> <td>Y3 66%</td> <td>83%</td> </tr> <tr> <td>Y4 58%</td> <td>84%</td> </tr> <tr> <td>Y5 64%</td> <td>100%</td> </tr> <tr> <td>Y6 63%</td> <td>63%</td> </tr> </tbody> </table>	PP	Non-PP	Y1 40%	64%	Y2 0%	43%	SATS in-house data		Y3 66%	83%	Y4 58%	84%	Y5 64%	100%	Y6 63%	63%
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<p>Children need to be realigned as learners and reignite their passion for learning. Emotional well-being and positive mental health are promoted to improve attitudes to learning, resilience and self-regulation.</p>	<p>Well-being was top priority in terms of returning to school. We ran the Recovery Curriculum for the whole school for 2 weeks on return to school. This had a positive impact on the well-being of the children as was shown in their return to school questionnaires. Evidence from</p>																

	<p>pupils' work books; pupil voice records and informal teacher observations.</p> <p>We extended the transition period for children so that they could have their transition week with their new teacher and build this relationship.</p> <p>In addition, the ELSA trained staff on how to use specific resources to help children adapt to being in school again.</p> <p>Return to school/ work surveys carried out for all pupils and staff to identify areas of concern which were then acted upon by SLT.</p>
<p>PP pupils with complex or multiple barriers to learning have their needs met appropriately and are able to make accelerated progress from their starting points</p>	<p>Children with complex or multiple barriers to learning have been identified and supported. All children during lockdown and on their return to school were colour-coded according to their need so that appropriate support could be put in place.</p> <p>Key worker children and those who had been identified as requiring further support were able to stay in school during lockdown.</p>
<p>Improvement in the attendance and punctuality of disadvantaged students</p>	<p>The soft start to the day (8:30am – 8:45am) has really helped in terms of attendance and punctuality. We will be maintaining this approach for the year 2021-2022.</p> <p>Our Attendance Officer completes both daily and weekly attendance sheets which highlight which families are displaying attendance issues or are arriving late. This is discussed with the SLT and SENCO and actions are taken according to the families. Advice is also sought from the Attendance team at County when necessary. As of November</p>

	2021 our whole school attendance figure is 97%. National is 95%.
Parents feel supported by the school and are therefore able to confidently support their children at home during COVID	<p>Parent surveys were carried out in March 2021 (Remote Learning Provision), July 2021 (New Report Format), September 2021 (New Reception Parents)</p> <p>SEN survey was also carried out for those children at home. The response was overwhelmingly positive. 100% of responses stated that the offer from the school for pupils with SEN had improved from the first lockdown.</p>
All PP children have access to extra-curricular activities	We keep attendance sheets for clubs to monitor PP attendance. PP children are prioritised for clubs. Trips are part funded for families so that all PP attend.
Parental engagement has improved.	Parents evening attendance is monitored. If a parent does not attend then the class teacher or PP lead will contact them to arrange another time.
All pupils receive a curriculum that is ambitious and designed to give all learners, particularly the disadvantaged and those with SEN, the knowledge and cultural capital they need to succeed in life	The SENCO and ARP Lead have worked with curriculum leads to enable them to ensure their subjects are accessible to all. All trips are risk assessed prior to the event to ensure full accessibility and inclusion. Training for pre-teaching has been carried out and is currently used within science to ensure that children are familiar with the vocabulary they will encounter in the lessons.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Full time ELSA Young Carers group
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. All children are given additional induction time by the ELSA. This has really helped settle children into school. In addition, all service children and their families have a key person to contact for pastoral support.

Further information (optional)

We employed a Phonics Tutor for 2 days per week to work with small groups of children from Year 1 and 2 who have not met the expected level in phonics. Many of these children have SEN and require a great deal of overlearning. This tutor also carries out 1:1 support for children in year 3 and 4 who have a high level of need but are making small steps of progress in their phonics.

In addition to working with the children the Phonics Tutor also trains staff (Teachers and TAs) who are new to the school in the teaching of phonics.

This autumn term (2021), the phonics tutor carried out in-depth training for our Reading Partners (volunteers). The training started with an initial session focussed on phonics and how to build a love of reading. This then progressed to working alongside the volunteers with the children. This was so that all of the volunteers felt confident in how they can help the children at our school develop a love of reading. As a school we have decided that the Reading Partners will work with children who have a good grasp of phonics but need to develop their fluency. The direct teaching of phonics is only carried out by trained teachers.