

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 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	410
Proportion (%) of pupil premium eligible pupils	<b>24-25 - 14% (29% of these are SPP)</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2024-25, 2025-2026, 2026-2027</b>
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs C Macdonald, Headteacher
Pupil premium lead	Mrs M Garraway & Mrs K Miles
Governor / Trustee lead	Mrs R Taylor, SEN & PP Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>24-25 – £79220</b>
Recovery premium funding allocation this academic year	<b>24-25 - £2113</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>24-25 - £ 81333</b>

## Part A: Pupil premium strategy plan

### Statement of intent

When creating our PP strategy, we recognise the importance of considering the context of the school and subsequent challenges. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points. We have used the research conducted by the Education Endowment Foundation (EEF) and recognised literature (such as 'Addressing Educational Disadvantage' by Marc Rowland) to support the decisions we have made around the usefulness and implementation of different strategies.

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)

The common barriers to learning for disadvantaged pupils, can be capacity to support at home, poor language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality concerns. There may also be complex family situations that prevent a pupil from flourishing. The challenges are varied and there is no 'one size fits all' approach.

The key principles of our strategy:

- High quality teaching is at the heart of our approach
- Promoting an ethos of attainment for all
- Individualised approach to address barriers
- Focus on outcomes for individuals
- Decisions are based on data and evidence
- Setting high aspirations and responsibility for raising attainment
- To support our pupil's mental health and wellbeing

## Challenges

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

Challenge number	Detail of challenge
1	Our pupil observations, writing moderations and discussions with pupils illustrates poor oral skills and vocabulary gaps in many of our disadvantaged pupils. This negatively impacts their development in writing.
2	Our disadvantaged pupils are currently performing lower than non-disadvantaged pupils in phonics in Key Stage 1 and in Reading across the school.
3	Internal data (NFER/ SATs) and teacher observations indicate that disadvantaged pupils Maths attainment is below that of non-disadvantaged pupils.
4	Internal data (NFER/ SATs) and teacher observations indicate that disadvantaged pupils Writing attainment is below that of non-disadvantaged pupils.
5	Our analysis of extra-curricular opportunities shows a high proportion of disadvantaged pupils are not accessing enrichment opportunities such as clubs in order to build cultural capital.
6	The attendance data for disadvantaged pupils is lower than non-disadvantaged pupils which is impacting pupils' progress (this includes lateness).
7	Our internal tracking systems indicate that parental engagement via parent consultation meetings from disadvantaged families is lower than non-disadvantaged families.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (July 2025)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Challenge 1: Improved oral skills and vocabulary amongst disadvantaged pupils</p>	<p>All teachers to implement the Voice 21 scheme fully within their classrooms and into their daily routines.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils with an increasing number of pupil's incorporating subject specific vocabulary into their work and speech.</p> <p>This evidence can be found in pupil's workbooks, writing moderation, observation of the children, pupil voice and ongoing formative assessment.</p>
<p>Challenge 2: Improved phonics skills and early readers</p>	<p>Internal data (Phonics Data and NFER) show that disadvantaged pupils are closing the gap between themselves and non-disadvantaged pupils.</p> <p>Phonics tutors are closing the attainment gap between PP V Non-PP through daily interventions.</p> <p>Enhanced training is provided by White Knights Literacy Hub so that all staff are confident and highly competent.</p> <p>Phonics Screening Check Outcomes in Year 1 are in line with the National Average. Year 2 Phonics Screening re-check is above with the National Average.</p> <p>Reading outcomes and the end of KS2 in July 2025 show that at least 70% of disadvantaged pupils have met the expected standard in Reading.</p>
<p>Challenge 3: Improved Maths attainment among disadvantaged pupils.</p>	<p>All new members of staff are trained in the Power Maths scheme and accompanying resources. Children are assessed termly and gaps identified and addressed. Children who are showing significant difficulties are assessed by the SENCO.</p> <p>Key Stage Two Maths outcomes in July 2025 demonstrate that at least 70% of disadvantaged pupils met the expected standard.</p>
<p>Challenge 4: Improved Writing attainment among disadvantaged pupils.</p>	<p>Writing outcomes in July 2025 demonstrate the impact of Voice 21 in terms of vocabulary evidenced in pupil's workbooks, writing moderation and pupil verbal responses.</p> <p>The impact of implementing Morrells Training Programme has led to an improvement in handwriting presentation.</p>
<p>Challenge 5: To improve the number of disadvantaged pupils gaining cultural capital from extra-curricular activities, in-school enrichment opportunities and clubs.</p>	<p>Monitoring records indicate that disadvantaged pupils are accessing at least one club opportunity per term.</p> <p>Aston Awards has been fully implemented and closely monitored to ensure full participation and success for all disadvantaged in this programme.</p> <p>All barriers are identified and removed where possible to ensure all disadvantaged children can access whole school initiatives such as: Forest schools and OPAL.</p>

	<p>Full attendance on school trips by all disadvantaged children. Alternative experiences are provided for when children are unable to attend residential.</p>
<p>Challenge 6: Improved attendance figures for disadvantaged pupils and reduce the percentage of disadvantage pupils with less than 95%.</p>	<p>34% of our PP children have an attendance of less than 95% (47% of these are below 90%) data taken from December 24.</p> <p>The percentage of disadvantage pupils with attendance below 95% is reduced.</p> <p>The overall attendance for disadvantaged pupils improves and is in-line with the National average of 95%.</p>
<p>Challenge 7: To improve the percentage of parents engaging with school in order to improve pupil's academic learning.</p>	<p>Parental engagement, with parent consultations, would have increased to an average of 95% for disadvantaged families.</p> <p>All non-attendance is monitored and challenged swiftly by staff members.</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: £33810.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue improving the quality of vocabulary teaching and deepen pupil understanding of word meaning.	The Education Endowment Foundation (EEF) suggests that oral language interventions aim to support learners' use of vocabulary, articulation and spoken expression. As a school we have invested in Voice 21 training.  <a href="#">Oral language interventions – Education Endowment Foundation</a>	1
Broker support from Master Readers to provide a programme which develops a whole class reading approach to support pupils to transition successfully out of a phonics programme.	Evidenced from EEF suggests that mastery learning approaches provides an additional five months of progress over a course of a year.  <a href="#">Mastery Learning - Education Endowment Foundation</a>  The <b>Master Readers'</b> approach has been proven to build a whole-school, cross-curriculum reading culture; foster a love for reading; increase pupil engagement and confidence; develop vocabulary; and is inclusive – with the necessary support and interventions for pupils who find it difficult to read.  <a href="#">Mastery Education Effective Teaching of Reading</a>	1, 2
Broker support from White Knights Literacy Hub to provide a programme of coaching and mentoring to enhance our teaching of phonics using the Little Wandle Scheme.	Evidence from EEF suggests that the average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.  <a href="#">Phonics - Education Endowment Foundation</a>	2
To implement the Aston Award programme	By providing a comprehensive enrichment programme for all pupils has raised pupil's aspirations. EEF state that by schools providing pupils with activities to develop self-esteem,	5

	<p>motivation for learning and self-efficacy, and opportunities for pupils to encounter new experiences will impact on attainment outcomes.</p> <p><a href="#">Aspiration interventions – Education Endowment Foundation</a></p>	
<p>To prioritise disadvantaged children when allocating lunchtime or after school clubs</p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves</p> <p><a href="#">Physical activity – Education Endowment Foundation</a></p>	5
<p>To purchase 'Boxall Profile' to assess children's social, emotional and behavioural development.</p>	<p>Social and emotional learning progress is monitored, and any hidden issues are targeted at an earlier age.</p> <p><a href="#">Social and Emotional Learning - Education Endowment Foundation</a></p>	6, 7

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

Budgeted cost: £28327

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide Maths tuition to support disadvantaged pupils to close the gap.</p>	<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 and in small groups.</p> <p><a href="#">One to one tuition – Education Endowment Foundation</a></p> <p><a href="#">Small group tuition – Education Endowment Foundation</a></p>	3
<p>To further embed our teaching of phonics and broaden our early reading provision. This includes additional resources, training and interventions.</p>	<p>Targeted phonics approaches by trained tutors have proven to support disadvantaged pupils as they have had less exposure of spoken word and books in their homes.</p> <p><a href="#">Phonics- Education Endowment Foundation</a></p>	2
<p>To provide the school with ELSA support to target our most disadvantaged pupils.</p>	<p>Social and emotional learning is provided to support pupils with social interaction skills, self-regulation and support pupils who are facing challenges currently.</p>	6, 7

	<a href="#">Social and Emotional Learning - Education Endowment Foundation</a>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £19196

Activity	Evidence that supports this approach	Challenge number(s) addressed
To carefully monitor attendance and act swiftly when there are dips. To support children who are struggling to attend due to Emotional Based School Avoidance (EBSA).	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="#">Improving School Attendance - DfE</a>	6, 7
Trips and residential	To address financial barriers preventing pupils from attending school visits and residential to broaden life experiences and aspirations.	5
Uniform	To address financial barriers to enable pupils to have a full complement of school uniform creating social equity and sense of belonging. EEF outline that uniform supports the development of a whole school ethos and therefore supports discipline, motivation and in some cases social equity. <a href="#">School uniform – Education Endowment Foundation</a>	6
To fund Breakfast Club for disadvantaged pupils who are struggling.	<a href="#">Maslow’s Hierarchy of Needs</a> indicates that pupils who are received a healthy breakfast are more likely to be ready and settled for learning.	4, 5, 6
Ensure all parents are provided with an opportunity to discuss their child’s academic progress. Provide workshops to assist parents so they can support their children.	It is crucial to engage with all parents, especially those from disadvantaged backgrounds, to avoid widening the attainment gaps. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading. <a href="#">Parental engagement – Education Endowment Foundation</a>	4, 7

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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**Total budgeted cost: £81333**

**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 2021 to 2024 academic year.

<p>Pupils make the progress increases of which they are capable of RWM. Gaps in learning are identified and acted upon. Increased progress for pupils with SEND/ PP, closing of the achievement gap.</p>	<p>Key Stage 2 data (23-24):</p> <p>Reading 71% (National Ave 74%)                  Writing 53% (National Ave 72%)                  Maths 71% (National Average 73%)</p> <p>These results were lower than the previous year. It should be noted that there was a high % of SEN/ EHCP and PP in this cohort.</p> <p>29% SEN (including 4 EHCPS)                  21% PP</p> <p>Writing will continue to remain a high priority for 2024-2025.</p>
<p>Diminish the attainment difference between PP and non-PP pupils in Reading</p>	<p>Year 1                  2022 68%                  2023 70%                  2024 76% (80%)</p> <p>Year 2                  2022 82%                  2023 85%                  2024 91% (National Average 89%)</p> <p>PP comparison 2023-2024:                  Year 1 (22% PP chn)                  62% PP v 81%Non-PP</p> <p>Year 2 (10% PP chn)                  33% PP v 96% Non-PP passed the phonics check.</p> <p>It should be noted that 2 PP children joined in summer term.</p> <p>The implementation of Little Wandle has shown a consistent progression in</p>

	<p>phonics. The additional Phonics tutors (x2) have continued to provide 1:1 or small group phonics on a daily basis. Phonics will remain <b>a top priority for 2024-2025.</b></p>
<p>Diminish the attainment difference between PP and non-PP pupils in maths</p>	<p>Power Maths scheme use successfully across the school. Training is carried out for ECTs to ensure high quality teaching. Tutor works with 1:1 and smaller groups of Year 6 pupils.</p> <p>42% of PP achieved EXS 80% of Non-PP achieved EXS</p> <p>These results were lower than the previous year. It should be noted that there was a high % of SEN/ EHCP and PP in this cohort.</p> <p>29% SEN (including 4 EHCPs) This will be an area of focus in 2024-2025</p>
<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. Emphasis was placed on those children who joined us from preschool or those who had not been in an educational setting previously.</p>	<p>Zones of Regulation is used across the school for children to be able to recognize and understand emotions. The School ELSA works with specific children.</p> <p>SENCO/SLT ensure parents are aware of the services that are provided outside of school (e.g. Family Support Services).</p> <p>The HUB is used daily for children who are displaying emotional needs and require a safe space. This space is used particularly at lunch times.</p> <p>There has been an increase in EBSA related decreasing attendance. This is being carefully monitored by SLT/ SENCO and Attendance Officer.</p> <p>School therapy dog is in school 3x per week to support children who are displaying EBSA.</p>
<p>PP pupils with complex or multiple barriers to learning have their needs met appropriately and are able to make accelerated progress</p>	<p>Children with complex or multiple barriers to learning have been identified and supported.</p>

<p>from their starting points</p>	<p>Termly monitoring of SEN and PP data and book monitoring is carried out by class teachers and SENCO to ensure that their needs are being met. SENCO/ ARP lead meet with Governors 1x per term.</p>
<p>Improvement in the attendance and punctuality of disadvantaged students</p> <p>Additional support for morning entries is provided by the school SENCO/ ELSA and SLT.</p>	<p>The soft start to the day (8:30am – 8:45am) has continued and really helps in terms of attendance and punctuality. We will be maintaining this approach for the year 2024 - 2025.</p> <p>Our Attendance Officer completes both daily and weekly attendance sheets which highlight which families are displaying EBSA or are arriving late. This is discussed with the SLT and SENCO weekly and actions are taken according to the families. Advice is also sought from the Attendance team at County when necessary.</p> <p>Specific children are on reduced timetables which are monitored on a weekly basis by the Attendance officer. Updates are sent to County Exclusions and Reintegration.</p> <p>Attendance for children attending an Alternative Provision, is monitored weekly. School has established good communication with these provision.</p>
<p>Parents feel supported by the school and are able to access external agencies via the school.</p>	<p>Parents of children with SEN are supported by the teachers and SENCO to ensure their child's needs are met.</p> <p>School is able to signpost parents to relevant webinars and websites through the Friday Flyer and the school website. This year we also introduced the Padlet on the school website where parents can source further information regarding SEN advice.</p>
<p>All PP children have access to extra-curricular activities</p>	<p>We keep attendance sheets for clubs to monitor PP attendance. PP children are prioritised for clubs. Every external club is asked to provide a free place for a PP child.</p>

	Trips are part funded for families so that all PP attend.
Parental engagement has improved.	<p>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.</p> <p>In 2023-24; 20% of PP Parents did not book appointments.</p> <p>This will continue to be an area of priority for 2024-2025.</p>

**Externally provided programmes**

Programme	Provider