

# Pupil Premium Strategy Statement for Astley C of E Primary School 2025 - 2027

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2025 to 2027
Date this statement was published	November 2025
Date on which it will be reviewed	June 2026
Statement authorised by	<i>Full Governing Body</i>
Pupil premium lead	<i>Tracie Langfield</i> headteacher
Governor / Trustee lead	<i>Jonathan Tyrell</i> , lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,330
Pupil premium funding carried forward from previous years	0
<b>Total budget for this academic year</b>	£20,330

## Part A: Pupil premium strategy plan

### Statement of intent

Our strategy intends to support identified children in order to enable them to make accelerated progress in the targeted areas of support and to close any gaps between these children and other peers, including those already achieving age related expectation.

We will consider the challenges and barriers faced by these children and support their needs wherever possible, whether they are disadvantaged or not.

**Quality First Teaching** is at the heart of our approach, with a focus on basic skill development in the core subjects of reading, writing and maths. The development of these skills is enriched by a wide range of experiences and activities, including Forest School, where learning behaviours and attitudes are endorsed, impacting on the children's motivation and willingness to learn. This approach supports the sustainability of learning throughout the curriculum and widens the experiences children have available.

Our approach will be responsive to challenges and individual needs. Pupils will be tracked and assessed regularly to ensure progress is accelerated.

Staff will receive high quality CPD to develop necessary skills to meet the needs of these identified children.

### Challenges

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

Challenge number	Detail of challenge
1	Social and emotional needs of the children – children's resilience to learning has been impacted historically either by long periods of time out of school as a result of unavoidable closures, long term medical conditions and parental medical issues forming barriers to accessing school. Children have been identified through assessment and monitoring systems in collaboration with families, requiring support. Life appears chaotic for these children.
2	Internal assessments show that a proportion of disadvantaged children are achieving below national expectations in reading. Observations and discussions demonstrate they have fewer opportunities to read or be heard read at home, impacting on their attitudes to reading, their progress over time and attainment at key points of the year.

3	Early baseline assessments and observations indicate underdeveloped language skills and vocabulary for some disadvantaged children. This impacts on the development of language, including writing, over time.
4	A significant proportion of disadvantaged children also have additional special educational needs, who make slower progress over time than their peers.
5	As a result of few or no opportunities for enrichment activities or lifetime experiences, our observations and assessments have identified that disadvantaged pupils have poorer learning behaviour and attitudes than their peers, which impacts on their attainment and achievements over time.

## 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
Ensure all children are included and can access a broad and balanced curriculum that suits their individual needs.	Behaviour monitoring shows good levels of engagement and determination to succeed. Attendance is at least good.  Teachers plan for and use inclusive and adaptive approaches in teaching that enable children to access the curriculum fully.  Inclusive ethos in school clearly evident
Close the gap for reading for all children with a disadvantage	Ambitious data targets met for individuals. Reading outcomes for disadvantaged group increase by 10% each year to have met expected standard over next three years. (77%, 84%, 90%)
Improved oral and language skills are developed, and children can communicate and articulate confidently	Monitoring shows all teachers prioritise vocabulary teaching and all staff model a clear spoken language and expectations for use are high.  Assessments and observations indicate significant improvement in oral language among disadvantaged pupils.
Improved attainment and progress for pupils with additional SEND	Children receive appropriate targeted support, bespoke for individuals to optimise progress. Outcomes in core subjects significantly improve for these children.
Ensure attitudes to learning are strong	Performance data targets are met. Monitoring through observation, lessons and book looks evidence strong attitudes consistently across the school, leading to accelerated progress for most disadvantaged pupils.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above using the [DFE guidance](#) document

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: This has been budgeted through the schools CPD budget but supports PPM **£6,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning through additional supporting adults trained in approaches.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. (ELSA) TISUK, Boxall Profile, Mentor Link</p> <p>£2000</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 and family members):</p> <p><a href="#">EEF- Social and Emotional Learning</a></p>	1, 2
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time. (P4C, ECAT, The Listening Classroom, Word Aware)</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	3
<p>Subscription to a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>£3000</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	2, 3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE research review and EEF guidance.</p> <p>We will fund Subject leader and teacher release time to embed key</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Mathematics guidance: key stages 1 and 2</a></p>	1, 4

elements of guidance in school and to access Maths CPD for all Subscription to NACE £180 plus resources (£300)	The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a> Engagement with the <a href="#">NACE</a> Challenge development programme	
Increased understanding of bespoke provision required for pupils with SEND and pupil premium.  Funding for internal and external CPD and development for SENDco and all staff (Inclusion, Assessments, CCN, to include release time)  Resources to access learning support	<a href="#">High Quality teaching for pupils with SEND</a> EEF <a href="#">Five a day principle</a> Inclusion <a href="#">Special Education Needs in Mainstream Schools guidance report   Education Endowment Foundation</a>	4

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

Budgeted cost: **£12,530 covering** time for adult support, teacher intervention and purchase of programmes

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons including during lunch times (sensory circuits)  Tutoring will be implemented with the help of DfE's guide: <a href="#">Tutoring: guidance for education settings</a>	Tuition targeted at specific needs and knowledge gaps in Reading, Writing and maths can be an effective method to support low attaining pupils or those falling behind: <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a> <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	1, 2, 3, 4 and 5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. 3hr/day x 5 x 38 = £6840	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: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	2,3
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.  Staff CPD	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>	1 and 3

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

Budgeted cost: **£1,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on delivery of High quality first teaching including adaptive teaching approaches, questioning and assessment and Inclusion	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>	4
Whole staff training on emotional, social and Mental Health and wellbeing approaches and interventions with the aim of developing our inclusive school ethos, culture and approach of support across the school £800	All targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Trauma Informed Schools</a> ELSA training Inclusion CPD	
Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a> .  This will involve training and release time for staff to develop and implement new procedures to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Support with educational visits, provision of devices, resources and materials for pupils to access and endorse learning independently and fairly without discrimination £500	<a href="#">Metacognition and self regulated learning</a>  All pupils have access to an equality of opportunity to enable enriched learning experiences regardless of their disadvantage	5

**Total budgeted cost: £20,330**

## 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 2024 to 2025 academic year.

Due to the small number of pupils the educational performance of this group has been published together as a whole.

<b>Overall % June 25</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>progress</b>	92%	86%	79%
<b>Better than expected progress (BTE)</b>	7%	8%	8%
<b>Age Related Expectation * ARE</b>	71%	57%	57%

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

This information and data demonstrated that disadvantaged pupils are responding effectively to the schools strategy and support.

### An overview of the outcomes that contribute to this evaluation

<b>Intended outcome</b>	<b>Success criteria</b>	<b>Actual outcomes</b>
Ensure all children are included and can access a broad and balanced curriculum.	Behaviour monitoring shows good levels of engagement and determination to succeed.	Attendance and punctuality of pupils improved over the year and behaviours showed determination and increased levels of effort and engagement in lessons. Uptake for clubs, activities and events for these pupils has increased as a result in funded places
Close the gap for reading for all children with a disadvantage	Ambitious data targets met for individuals. Reading outcomes for disadvantaged group increase by 20% each year to have met expected standard over next three years. (54%, 65%, 78%)	Reading outcomes for these children has remained inline with last year, 92% of pupils made at least good progress from their starting points. 8% made accelerated progress. 71% achieved NE

Improved oral and language skills are developed, and children can communicate and articulate confidently	Monitoring shows priority for vocabulary teaching and a clear spoken language. Assessments and observations indicate significant improvement in oral language among disadvantaged pupils. Staff more aware and confident to deliver oral skill teaching and intervention	Vocabulary is a priority in the school environment and is a planned part of the lessons taught in all areas of the curriculum. Children requiring support are identified quickly and intervention commenced immediately.
Improved attainment and progress for pupils with additional SEND	Children receive targeted support, bespoke for individuals to optimise progress. Outcomes in core subjects significantly improve for these children.	Impact of interventions and bespoke curriculum plans and support with resources have a positive effect on learning and retention. These pupils have made better than expected progress from their starting points.
Ensure attitudes to learning are strong	Performance data targets are met. Monitoring through observation, lessons and book trawls evidences strong attitudes consistently across the school, leading to accelerated progress for most disadvantaged pupils.	These pupils are a priority for all staff. They receive planned intervention and regular evaluation of progress and attainment. Performance targets were met at the end of the academic year 2024.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.