

Pupil Premium Strategy Statement

School Overview

Detail	Data
School name	Athelstan Primary School
Pupils in school	618 (Oct 23 Census)
Proportion of disadvantaged pupils	33% (Oct 23 Census)
Academic year on years covered by statement	2024/2025 - 2026/2027
Publish date	September 2024
Review date	July 2025
Statement authorised by	Dave Shaw, Headteacher
Pupil premium lead	Lisa Watson, Deputy Headteacher
Governor lead	Richard Joel, Chair of Governors

Funding Overview

Detail	Amount
Pupil premium allocation this academic year	£308,230
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£308,230

Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have involvement with outside agencies. The activities we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy has also been integral to wider school plans for education recovery, notably in its targeted support through tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted

complement each other to help pupils excel. To ensure they are effective we will:

- ensure all pupils are challenged in the work that they're set
- act early to intervene at the point need is identified to ensure pupils keep up rather than catch up
- ensure all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions indicate poor speech, language deprivation and a general lack of vocabulary among many pupils. This is evident from Reception through to KS2.
2	On entry to Reception, over the last two years, between 91-92% of our disadvantaged pupils have arrived below age-related expectations compared to 65-81% of other pupils. Assessments and observations indicate that disadvantaged pupils have greater difficulty with phonics in FS than their peers.
3	Internal and external assessments indicate that disadvantaged pupils perform significantly below their non-disadvantaged peers in combined reading, writing and maths in KS2.
4	Assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been negatively impacted by the pandemic and this continues to be a concern. These findings are supported by national studies. This has resulted in significant gaps in knowledge leading to pupils falling further behind age-related expectations, especially in writing.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues including limited emotional resilience and low self-esteem. Challenges, such as a lack of enrichment opportunities particularly during lockdown, together with poor morning, evening and bedtime routines have impacted negatively on disadvantaged pupils.
6	Our attendance data indicates that attendance among disadvantaged pupils has been, on average, at least 2.8% lower than non-disadvantaged pupils. In addition, we have some families who live outside of catchment and struggle with punctuality. High mobility is also a barrier, as some families move for work or are rehoused far away after being housed in a nearby confidential address.

Intended Outcomes

Intended Outcomes	Success criteria
To improve language acquisition and vocabulary	Assessments, observations, discussions with pupils indicate improved oral language among disadvantaged pupils and a wider use of vocabulary in written work.
To achieve at least	Outcomes in 2024/25 and over the three-year period show that more than

national figures for GLD	75% of disadvantaged pupils achieve GLD.
To achieve at least national figures for PSC	Outcomes in 2024/25 and over the three-year period show that more than 85% of disadvantaged pupils meet the expected standard in the PSC.
To ensure attainment in reading, writing and maths combined is at national figures for all pupils in KS2	KS2 outcomes for combined reading, writing and maths show that more than 75% of disadvantaged pupils meet the expected standard.
To ensure and sustain improved wellbeing for all pupils in our school, particularly those who are disadvantaged	Sustained high levels of wellbeing from 2024/25 and over the three-year period demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil voice, parent/carer discussions, feedback from the Pastoral Team and observations within school • Increased participation in extracurricular activities
To achieve a whole school attendance target of 96% for all groups and to ensure persistent absence figures are no greater than 9%	Sustained high attendance from 2024/25 and over the three-year period demonstrated by: <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • The percentage of all pupils who are persistently absent being below the national figure of 9% and the figure among disadvantaged pupils reducing from 15% to 12%.

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching

Budgeted cost: £139,843 - 46% of total spend

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily vocabulary enrichment through our words of the week (formerly VIP) and a focus across the whole curriculum on language acquisition.	Research shows the importance of the explicit teaching of vocabulary and how this supports pupils to communicate effectively and achieve academically. https://my.chartered.college/research-hub/explicit-vocabulary-teaching/#:~:text=Research%20has%20shown%20that%20children%20can%20learn,take%20on%20the%20meaning%20of%20new%20words.	1, 2, 3
High quality and regular White Rose Maths CPD to ensure there is quality first teaching in morning sessions and that afternoon interventions compliment this.	Research shows that high quality teaching can narrow the disadvantage gap and promoting effective CPD plays a crucial role in this. https://d2tic4wvo1iusb.cloudfront.net/eef-	2, 3, 4

<p>WalkThru CPD built into the existing CPD calendar with dedicated time for paired observations and instructional coaching between teachers every half term.</p> <p>High quality Writing for Pleasure CPD to ensure we create a writerly community.</p> <p>Regular liaison between class teachers and support staff with the introduction of a teacher/TA charter.</p> <p>Support from Assistant Headteachers to ensure high quality teaching (using the WalkThru model, WRM and W4P).</p> <p>Purchase of W4P and WalkThru subscriptions.</p>	<p>guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</p>	
<p>Regular development days with the RWI Consultant.</p> <p>Access to the online training portal with the RWI Leader to ensure there is a high standard of phonics teaching and tutoring in EYFS and KS1.</p> <p>Daily coaching by Deputy Headteacher to ensure high quality teaching.</p> <p>Purchase of RWI resources to maintain strong phonics teaching for all pupils.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2

Targeted academic support

Budgeted cost: £56,303 - 18% of total spend

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality and regular CPD for support staff to improve the quality and impact of questioning during interventions.</p> <p>Purchase of WalkThru subscriptions.</p>	<p>Research shows that small group tuition can have an impact of up to four months' progress over the course of a year and that by providing training to those delivering these interventions increases the impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3, 4
<p>Daily one-to-one tutoring in EYFS and KS1 to accelerate progress in reading for</p>	<p>Research shows that high quality one-to-one tuition is effective for</p>	2, 4

pupils falling behind age-related expectations.	improving pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	
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Wider strategies

Budgeted cost: £110,275 - 36% of total spend

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing an effective Pastoral Team, including a Family Support Worker, to support pupils and families across a range of areas including behaviour, well-being and good routines.	<p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</p> <p>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4, 5, 6
Providing access to a broad range of extended services, including Breakfast Club, extra-curricular activities and a new after-school club, run in collaboration with Handsworth Community Nursery.	<p>Research shows that participation in extracurricular activities supports pupils' academic and personal development</p> <p>https://files.eric.ed.gov/fulltext/EJ1230758.pdf</p> <p>Working with parents to support pupil's learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	4, 5
Embedding principles of good practice as set out in the DfE's Improving School Attendance advice to improve	Guidance has been informed by schools that have significantly reduced levels of absence and PA.	6

attendance and readiness to learn for the most disadvantaged pupils.	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	
Exposing our pupils to a range of enrichment curriculum experiences (ACEOs) which they would not normally have access to within their own home life.	Pupils who are exposed to a wide range of experiences and culture develop character-building qualities which will help them succeed in later life. https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/articles/childrenengagementwiththeoutdoorsandsportsactivitiesuk/2014to2015	4, 5

Total budgeted cost: £306,424

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 2023 to 2024 academic year.

<p>GLD data for 2023/24 showed 50% of disadvantaged pupils achieving GLD, compared to 64% of all pupils.</p> <p>Our Y1 PSC outcomes remained above national figures, with 90% all pupils and 86% of disadvantaged pupils meeting the expected standard. In the Y2 phonics recheck, 93% of all pupils and 92% of disadvantaged pupils achieved the expected standard. This was once again, as a result of regular coaching, resulting in high quality phonics teaching as well as daily targeted one-to-one support for those falling behind.</p> <p>Y2 results were either broadly in line or higher than the 2023 national figures for all pupils. Disadvantaged pupils performed significantly better in reading and maths compared to national disadvantaged figures in 2023 but lower in writing. For greater depth, disadvantaged pupils were lower than the 2023 national figures across all subjects.</p> <p>In the Y4 MTC, the average score was broadly in line with last year's results. 69% of all pupils gained a score of 20 or more (56% for disadvantaged pupils), with the average score standing at 21 (19.6 for disadvantaged). 33% of all pupils achieved full marks (25% of disadvantaged).</p> <p>In Y6, 51% of all pupils and 33% of disadvantaged pupils achieved the expected standard in combined reading, writing and maths.</p> <p>All pupils have been offered a wide range of extracurricular clubs throughout the year, with 61% of all pupils and 52% of disadvantaged pupils having attended at least one of these, which is lower than those for the previous academic year. 23% of disadvantaged pupils attended Breakfast Club free of charge at some point during the academic year. Pupils funded in the RockSteady band, performed in a whole-school assembly for pupils and their parents at the end of the year.</p> <p>Whole school attendance for the academic year 23/24 was 94.1%. This was affected by term time holidays which accounted for 1.05% of absence; illness accounted for 3.8% of absence and unauthorised absence accounted for 1.08% of absence. At the end of the school year, 104 pupils were classed as persistently</p>
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absent which increased from 99 last academic year.

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

GLD data for 2024/25 showed 63% of disadvantaged pupils achieving GLD, compared to 70% of all pupils. This was a significant increase on last year's figure of 50%.

Our Y1 PSC outcomes fell this year, with 76% all pupils and 59% of disadvantaged pupils meeting the expected standard. This was cohort specific but was also affected by a reduction in one-to-one tutoring and reduced capacity for daily coaching, both due to staffing issues. In the Y2 phonics recheck, 99% of all pupils and 96% of disadvantaged pupils achieved the expected standard.

Y2 results were either broadly in line or higher than the 2024 national figures for all pupils in both expected and greater depth and significantly higher than our own results last year in reading and writing; maths and SPaG were broadly in line with last year. Disadvantaged pupils performed better in reading compared to national disadvantaged figures in 2023 but lower in writing and maths. For greater depth, disadvantaged pupils were lower than the 2024 national figures for all pupils across all subjects.

In the Y4 MTC, the average score was slightly higher than last year's results. 73% of all pupils gained a score of 20 or more (81% for disadvantaged pupils), with the average score standing at 21.4 (21 for disadvantaged). 31% of all pupils achieved full marks (27% of disadvantaged).

In Y6, 71% of all pupils (51% in 2024) and 65% of disadvantaged pupils (33% in 2024) achieved the expected standard in combined reading, writing and maths.

All pupils have been offered a wide range of extracurricular clubs throughout the year, with 53% of all pupils and 48% of disadvantaged pupils having attended at least one of these, which is lower than those for the previous academic year. 21% of disadvantaged pupils attended Breakfast Club free of charge at some point during the academic year. Pupils funded in the RockSteady band, performed in a whole-school assembly for pupils and their parents at the end of the year.

Whole school attendance for the academic year 24/25 was 94.0%. This was affected by term time holidays which accounted for 0.9% of absence; illness accounted for 3.6% of absence and unauthorised absence accounted for 0.6% of absence. At the end of the school year, 96 pupils were classed as persistently absent which increased from 104 last academic year.

Externally provided programmes

Programme	Provider
Read Write Inc Phonics and Spelling	Ruth Miskin
White Rose Maths	White Rose Education
WalkThrus	Tom Sherrington and Oliver Caviglioli

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pupils had access to members of the Pastoral Team for emotional support. Extended opportunities for pupils to represent school in sporting events and to hold an area of pupil responsibility. Funding to

	take part in RockSteady, a weekly musical band session, culminating in a performance to parents at the end of the year.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers and the pastoral team reported positive wellbeing amongst our one service child, who demonstrated a confident and happy approach to school life, both academically and emotionally. Although not linked to funding, this child's father visited all three classes in her year group to carry out an assembly about his work in the armed forces.