

School Overview

Detail	Information
School name	Aldington Primary School
Number of pupils on roll	192
% of pupil premium	12.5%
Academic years that this pupil premium strategy covers	2023/24-2025/26
Date this statement was published	16/10/23
Date on which it will be reviewed	16/10/24
Statement authorised by	Mr Ben Dawson
Pupil premium lead	Mrs Victoria Elderton
Pupil premium governor	Mrs Remy Dabell

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year (2023-2024)	£37,965
Pupil premium finding carried forward from previous years	£0
Total budget for the academic year 2023-2024	£37,965

Part A: Pupil Premium Strategy Plan

Statement of Intent.

At Aldington Primary School we recognise the link between pupil's achievements and deprivation factors. We endeavour to understand our individual pupil's needs to ensure our pupil premium funding is used to support learning, experiences, and outcomes in all areas of school life.

Our Pupil Premium Strategy Plan aims to overcome challenges identified in the following areas:

- Narrowing the attainment gap of children working below age expected levels
- Developing the Assess, Plan, Do and Review process to ensure barriers to learning and progress are quickly identified, and appropriate support planned
- Ensuring consistency for all learners in spelling and multiplication tables
- Implement progressive wider curriculum approaches in all subjects across the school to maximise learning and consistency

Challenges

These are challenges that have been identified for our disadvantaged pupils, impacting on progress and attainment across the curriculum and on their personal development (well-being).

Challenge number	Detail of challenge
1	Many of our PP pupils underachieve in reading, writing, SPAG and maths compared to their peers Reading 47% below expected Writing 73% below expected Maths 52% below expected
2	Attendance: October 2023 52% of PP children have attendance below 95% (Oct 2023)
3	Opportunities for wider curricular opportunities for PP pupils
4	PP pupils wellbeing levels lower than majority (65% moderate, 4% low, significantly lower than non PP pupils)

Intended Outcomes.

Intended outcome	Success criteria
1 Learning gap narrowed in reading, writing and maths with pupils	More PP children will be working within their year group level in reading, writing and maths
2 Increased rates of attendance for PP pupils	PP children's rates of attendance will increase, to 95% and above
3 PP children will take part in a range of wider curricular opportunities	More PP children will choose to engage in wider curricular opportunities
4 PP pupils well being levels will increase	Pupil progress meeting data will show an increase in wellbeing scores (Leuven scale) so that a higher percentage of PP children are scored within the moderate and high level

Activity in this academic year

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

Teaching (for example CPD, recruitment and retention)

Budgeted cost £9,465

Activity	Evidence to support the approach	Impact measure	Challenge numbers addressed
Embed the Assess, Plan, Do, Review process to ensure additional needs/barriers to learning are quickly identified	Inclusion Leadership Project	Qualitative feedback to be gained from teachers and parents	1,2,4
To use Speechlink, and Infant and Junior language link to identify barriers to learning and develop staff skills in addressing speech and language difficulties	Speech and Language Link Packages Brochure Page 2	Pupil progress meeting discussions, individual provision plans, group provision maps	1
Develop skills to address speech and language difficulties through The Balanced System approach (working with SALT)	About the framework : The Balanced System Pathway	SLT monitoring,	1,2
Implement Language Through Colour across the school (teacher and TA training)	Language through colour - a colour coded approach to boost language development — Linked Communication	SLT to monitor implementation Pupil voice Learning outcomes	1
To develop the use of Boxall Profiles to help to identify barriers to learning, and develop staff confidence in meeting pupil needs in these areas	Why Boxall Profile? - Boxall Profile Online® Nurture UK	Quantitative data from Boxall profiles	1,2,4

To raise awareness of EBSA (Emotionally based School Avoidance) and its impact on pupils Staff training through STLS	Emotionally Based School Avoidance (EBSA): Students' Views of What Works in a Specialist Setting - Continuity in Education	Attendance data, pupil and parent voice	3,4
To introduce and develop OPAL programme	Research and Evidence - Outdoor Play And Learning	Pupil voice, analysis of negative behaviour logs, Staff feedback Observation	2,4
To develop implementation of mainstream core standards across the school	How-to-use-the-MCS.pdf (schudio.com)	Learning walks, SLT monitoring	1,4
To continue to develop Little Wandle (in class and as intervention groups)	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) Our impact Letters and Sounds (littlewandlelettersandsounds.org.uk)	SLT monitoring Quantitative data	1
To continue to utilise and develop wellbeing team in school (PSA, ELSA, for example)	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) What Is the Leuven Scale and How to Use it (learningjournals.co.uk)	Quantitative data (well being levels) Pupil voice	3,4

To embed staff well being and mental health charter	Why your school needs to sign the staff wellbeing charter - Optimal (optimaloutsourcing.co.uk)	Staff feedback Absence data Staff turnover	1,2,4
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Targeted academic support (for example tutoring, one-to-one support, structured interventions)

Budgeted cost £18,000

Activity	Evidence to support the approach	Impact measure	Challenge numbers addressed
Develop and implement focused intervention groups, time limited, with a clear and specific aim	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	Quantitative data	1,2,4
To subsidise school trips, as necessary to ensure no pupil is unable to attend due to financial constraints and to prioritise PP children for number limited trips/visits	School trips help schools succeed Education Business (educationbusinessuk.net)	Wellbeing levels, pupil voice	3,4
To provide emotional well being support (ie ELSA, drawing and talking, social skills groups)	Evaluation Reports – ELSA Network Drawing and Talking helps teachers tackle children’s mental health issues Primary Times	Well being levels Pupil voice	1,2,3,4

To implement 1:1 focused support to address specific learning needs (time limited)	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	Quantitative data	1,4
To use Speechlink, and Infant and Junior language link to identify barriers to learning, and develop interventions		Pupil voice, well being levels, quantitative data	1,4
To continue to develop Little Wandle (in class and as intervention groups) and continue to use Accelerated reader		Pupil voice, well being levels, quantitative data	1
To assist with school uniform, equipment etc		Well being levels, Involvement levels, pupil voice	2,3,4
Developing classroom environments to be inclusive	https://www.cambridge.org/elt/blog/2017/11/15/create-inclusive-classroom-environment/	Pupil involvement levels	1,2,3,4

Wider strategies (for example relating to attendance, behaviour, well being)

Budgeted cost £10,500

Activity	Evidence to support approach	Impact measure	Challenge numbers addressed
To provide a space within school, specifically for emotional well being groups and activities	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	Learning walks	2,4
To develop the use of Boxall Profiles to help to identify barriers to learning, and develop specific interventions/programmes to address these and develop staff confidence in meeting pupil needs		Staff voice, well being and involvement levels	1,2,3,4
To continue to utilise and develop wellbeing team in school (PSA, ELSA, for example)	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) What Is the Leuven Scale and How to Use it (learningjournals.co.uk)	ELSA scores, pupil and parent voice, well being and involvement levels, SDQ scores	1,2,3,4,
To continue to develop relationships with parents, encouraging open door approach	Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	Parent voice Parental engagement data	2,3,4
Parental support to access outside agency involvement as necessary (PSA, Inclusion Manager)	Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)		2,3,4

