



Pupil premium report 2024 – 25

Austrey CE Primary School

Total Income: £31080

Planned expenditure for current academic year

ACADEMIC YEAR						
Quality of teaching for all						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Individual Cost	When will you review this?
<p>To provide high quality phonics teaching</p> <p>Little Wandle subscription and resources</p>	<p>Increase the % of children reaching the expected standard in the phonics screening and provide high quality intervention where necessary.</p>	<p>1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p> <p>EEF Foundation</p>	<p>Initial training revisited. Phonics champion to work with New ECT during CDT time</p> <p>Learning walks</p> <p>Lesson observations</p> <p>Monitoring the progress of children at each assessment point</p> <p>BDMAT reviews</p>	<p>Catherine Woodcroft</p>	<p>£360 Subscriptions</p> <p>Cover for CW £630 (one day per term)</p>	<p>Each assessment point based on phonics data</p>

To provide interactive homework and assessments for Maths – Sum dog subscription	Children to continue to engage with this at home and at school to increase maths fluency	Regular practice and revisiting concepts helps children commit concepts and methods to long -term memory	All pupils to have individual log in sent home. PP pupils to have extra timetabled practice in school	Meg Griffiths	£475	On going
To provide interactive homework and assessments for English – Ed Shed and Spelling Shed subscription	Children to continue to engage with this at home and at school to increase grammar and spelling fluency	Regular practice and revisiting concepts helps children commit concepts and spelling rules/patterns to long-term memory	All pupils to have individual log in sent home. PP pupils to have extra timetabled practice in school	Catherine Woodcroft	£436	On going
Total budgeted cost:					£1901	
Targeted support						
Action	Intended outcome	What’s the evidence and rationale for this choice?	How will you make sure it’s implemented well?	Staff lead	Individual Cost	When will you review this?

Intervention	Pupil premium children receive targeted small group or 1:1 intervention in core subjects	EEF COVID-19 support guide for schools <i>“There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy.”</i>	Timetabled intervention based on assessment data analysis targeting specific gaps in learning Monitoring by SLT through pupil progress meetings, lesson observations, books looks.	Meg Griffiths (DHT and assessment lead)	Teaching Assistants £22694	After each assessment point. Pupil progress meetings
Nessy Intervention	To improve spelling and reading / vocabulary	Nessy learning is inclusive because it is individualised. Methods are based on Structured Literacy, and are guided by the Science of Reading.	Timetabled sessions weekly for pupils using the programme (3x per week)	Lisa Stephenson	£330	Ongoing assessment monitored by SENCO
GDS workshops with Dave Sharrock	To extend Higher achieving PP pupils knowledge and skills in a variety of subjects	PP pupils will have the oppoportunity to work with higher achieving pupils at their own and other schools which will give them confoence to mix with other pupils as wel as gaining know kedge ans skills	5 times per year in line with agreed programme	Sara Eley	£305	June 25
Total budgeted cost:					£23329	

Other approaches						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Individual Cost	When will you review this?
Forest School	Pupils will receive one afternoon per week of forest schools learning. The group will be made up of at least 80% pupil premium children	Education Endowment Foundation (EEF) – “Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved”	SENDCo is a trained forest school facilitator who will run weekly sessions	Forest School Teacher	One afternoon per fortnight Staff: £3000	Termly
Improved enrichment opportunities for PP children	Educational visits where a voluntary contribution is requested / after school clubs	Desire for all pupils to have an enriched and fulfilling primary education	Monitoring of take up.	W Harvey	One trip during the school year £2000	Annually

Improved enrichment opportunities for PP children	Support for PP children to attend a residential trip.	Pupil's emotional well-being and sense of belonging to Austrey CE Primary School as part of transition to High School Education Endowment Foundation (EEF) – “Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved”	All PP children will attend	W Harvey	£250	May 24
Pupil premium children to be offered free PE uniform every year.	Providing PP pupils with free PE uniform	Pupil's emotional well-being and sense of belonging to Austrey Primary School	Monitoring of take up.	W Harvey	£600	Ongoing
Total budgeted cost:					£5850	
TOTAL					£31080	

Review of expenditure from previous academic year (2024 - 25)

Actual Income: £31080

PREVIOUS ACADEMIC YEAR				
Quality of teaching for all				
Action	Intended outcome	Impact	Lessons learned	Cost
<p>To provide high quality phonics teaching</p> <p>Little Wandle subscription and resources</p>	<p>Increase the % of children reaching the expected standard in the phonics screening and provide high quality intervention where necessary.</p>	<p>Phonics teaching was judged as strong by both the English Hub and support from them has been downgraded. EYFS GLD was 73%. Y1 phonics increased to 93%</p>	<p>KS2 Support staff were re deployed to prioritise phonics and reading groups which has continued to have a positive impact so this will continue from September. EYFS began phonics teaching in first full week in Sept 24 which will continue</p>	<p>Subs £360</p> <p>Cover costs for Phonics champion £630</p>
<p>To provide interactive homework and assessments for Maths – Sum dog subscription</p>	<p>Children to continue to engage with this at home and at school to increase maths fluency</p>	<p>TA for Y6</p> <p>Writing 100%</p> <p>GPS 100%</p>	<p>Subscriptions to be renewed to continue into next academic year as it is used frequently by the children at home and for interventions</p>	<p>£475</p>
<p>To provide interactive homework and assessments for English – Ed Shed and Spelling Shed subscription</p>	<p>Children to continue to engage with this at home and at school to increase grammar and spelling fluency</p>	<p>TA for Y6</p> <p>Maths 100%</p>		<p>£436</p>
				<p>£1901</p>

Targeted support				
Action	Intended outcome	Impact	Lessons learned	Cost
Intervention	Pupil premium children receive targeted small group or 1:1 intervention in core subjects	Data showed that academic gaps were plugged	Intervention was effective as it was delivered by school staff who knew the children and could liaise with teaching staff effectively.	Teaching Assistants £22694
Nessy Intervention	To improve spelling and reading / vocabulary	Specialised 'small steps' assessments for pupils show good progress for most pupils	This was timetabled effectively for maximum impact. Will continue next year	£330
GDS workshops with Dave Sharrock	To extend Higher achieving PP pupils knowledge and skills in a variety of subjects	Children that attended could talk positively about what they had learned and networked with children from other schools which should support at High school	Parents struggled with transportation to these events especially when children were arriving on the school bus so will not renew next year	£305
				£23329
Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost
Forest School	Pupils will receive one afternoon per week of forest schools learning. The group will be made up of at least 80% pupil premium children	PP children were supported socially and emotionally through forest school sessions	Children were emotionally ready to learn so this will continue next year	One afternoon per fortnight Staff: £3000

Improved enrichment opportunities for PP children	Educational visits where a voluntary contribution is requested / after school clubs	Y6 pupils attended residential in June 24	Invaluable experience academically. Socially and emotionally	One trip during the school year £2000
Improved enrichment opportunities for PP children	Support for PP children to attend a residential trip.	Each child attended 2 trips during the year. Good monitored take up of clubs by PP pupils	Enhance their curriculum knowledge and understanding. Children also able to access sports and activities that may otherwise be inaccessible to them	£250
Pupil premium children to be offered free uniform every year.	Providing PP pupils with free PE uniform	All PP children were given uniform including in year admissions.	PP Children were not disadvantaged and wore the same uniform as non PP children	£600
				£5850

TOTAL SPENT: £31080