



Pupil Premium Strategy Statement



Ad Astra Infant School 2024-2027

This statement details our school's use of pupil premium (PP) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	257
Proportion (%) of pupil premium eligible pupils	15.5% (40 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	Year 1: September 2024
Date on which it will be reviewed	Year 1: September 2025 Year 2: September 2026 Year 3: September 2027
Statement authorised by	Clare Tantrum - Headteacher
Pupil premium lead	Natalie Brown – Head of Inclusion and SEND
Governor / Trustee lead	Val Arbon – Chair of Trustees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,720
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£161,338

Part A: Pupil premium strategy plan

Statement of intent

Our mission is to promote a love of learning in order to maximise the life chances of every child in our Trust. Through nurturing, high expectations and skilled teaching, we will have a lasting and positive impact on our local and wider community.

We aim to inspire our children to be the socially conscious individuals who make a difference to the world. All children secure key learning and skills they will need to become lifelong learners and gain employment.

Our strategy is designed to redress any inequities that are barriers to disadvantaged children achieving their potential so that they, along with all our non-disadvantaged children, make good progress and achieve high attainment across the curriculum. This is achieved through:

- high quality teaching that is responsive to the needs of disadvantaged children;
- access to a broad and balanced curriculum that develops skills and builds knowledge incrementally through a carefully planned progression;
- strong emphasis on early reading and vocabulary development;
- planning and implementing adaptive teaching strategies in all lessons to ensure all children have 'ways in' to the curriculum;
- robust use of evidence and assessment to ensure a prompt response to identified challenges and individual needs;
- implementing early and targeted intervention, support and challenge;
- ongoing evaluation of impact on children's achievement;
- provision for wider educational experiences that support children's spiritual, moral, social and cultural development;
- working closely with families;
- liaising with external agencies to secure further support;
- effective deployment of staff and resources.

Our ultimate aim is to improve all our children's life chances and prepare them to thrive in their future lives.

Challenges

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

Challenge number	Detail of challenge
1	Poor oral language and communication skills are having a detrimental impact on the reading and writing progress of disadvantaged children.
2	Lack of parental engagement and support at home for some children in receipt of PP funding means reading skills are not always practised regularly at home.
3	High numbers of disadvantaged children have further characteristics of vulnerability that impact progress, such as Looked After Children (LAC), pre-LAC, Children in Need (CIN), Child Protection (CP), Special Educational Needs and Disabilities (SEND), attendance <90%, summer born and, in some cases, English as an Additional Language (EAL).
4	Attendance rates for some of the children eligible for PP are below that of others. This reduces their school hours and causes them to fall behind on average. Lateness for the PP children impacts on access to reading and writing.

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
To enable children to co-regulate or self-regulate their emotions so that they are ready to learn.	All children in receipt of pupil premium funding are able to fully access the curriculum and maximise their learning time.
To improve attainment outcomes of children eligible for PP.	Identified children eligible for PP make accelerated progress from their respective startpoints to increase their attainment, so that the gap between PP outcomes and others has diminished by the end of the year.
To improve communication and language skills of children eligible for PP.	Children eligible for PP show good development within their attention, listening, language and speaking skills.
To ensure all children achieve their potential, develop their cultural capital and overcome any external barriers to their learning.	Additional provision is implemented so that children eligible for PP fully access the broader curriculum entitlement and wider school experiences.
To improve attendance rates for children eligible for PP.	Overall attendance of pupils in receipt of pupil premium funding improves from 90.4% (2023-2024 data) to at least in line with 'other'

pupils. Lateness of PP pupils is reduced to below that of non-PP pupils.
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £64,903

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve levels of engagement at school and at home, especially in early reading.</p> <ul style="list-style-type: none"> - Parent workshops and videos on website - Ongoing phonics CPD - Providing resources to support parents, e.g. flashcards 	<p>The online and physical resources used are quality assured through previous successful applications and providers own diagnostic evidence of effectiveness.</p> <p>‘The school has created a bespoke approach for teaching the phonics code. Children begin this straightaway in Reception. Teachers have excellent subject knowledge, which means they teach reading well.’ (Ofsted Report, Ad Astra Infant school, December 2023)</p>	1, 2 and 3
<p>Children to co-regulate or self-regulate their emotions so that they are ready to learn.</p> <ul style="list-style-type: none"> - KS1 Learning Support Groups (LSGs) - Forest School - Allocated Teaching Assistant support - Trickbox 	<p>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p>Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p>	1, 2 and 3
<p>Ensure the early identification of speech and language needs and put tailored intervention in place.</p> <ul style="list-style-type: none"> • GL WellComm 	<p>EEF identifies that communication and language approaches have very high impact for very low cost in EYFS.</p> <p>Use of SLCN assessment and intervention tool for whole EYFS.</p>	1, 2 and 3

<ul style="list-style-type: none"> • Nuffield Early Language Intervention programme (NELI) intervention baseline • IEPs reflect Speech, Language and Communication Needs (SLCN) targets • Arbor 	<p>Use of whole school intervention tracking. Accurate diagnostics are cited as a key foundation in EEF guidance. This is achieved through subscription to whole school tracking program to inform planning and interventions.</p> <p>Liaison with Dorset Speech and Language Therapy (SALT).</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £41,308

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attainment outcomes for those pupils who are at risk of not meeting age related expectations in reading, writing and maths at end of KS1.</p> <ul style="list-style-type: none"> • Lexia online intervention • Staffing for additional intervention groups • Staffing of designated leadership for Pupil Premium • EduKey provision mapping tool • L2 Teaching Assistant support in class 	<p>Previous use of these approaches has led to improved outcomes. This is a low cost for moderate to high impact approach, according to the EEF toolkit. Provision of targeted interventions through online licenses, staffing provision and use of mapping tools.</p>	<p>1 and 3</p>
<p>Improve speech and language skills in children who encounter difficulties in this area.</p> <ul style="list-style-type: none"> • SLCN specialist Teaching Assistant • SLCN CPD • NELI 	<p>Provision of Speech, Language and Communication Needs (SLCN) support, through specially trained staff, for targeted children in receipt of PP funding. NELI is an evidence-based, DfE approved intervention. Following a national pilot, the new BCP Balanced System in conjunction with</p>	<p>1 and 3</p>

	Dorset SALT is being rolled out and will lead to further training opportunities.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £55,127

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve mental and emotional health for vulnerable learners.</p> <ul style="list-style-type: none"> • FT Pastoral care worker • PT Emotional Literacy Support Assistant • MyConcern • Free milk for pupils in receipt of PP funding with FSM eligibility 	<p>The PHE/DfE guidance, <i>Promoting children and young people's mental health and wellbeing</i>, cites the cognitive benefits of good mental health. This is delivered through provision of comprehensive pastoral support through specially trained staff and online record-keeping system.</p>	1, 3 and 4
<p>Improve attendance, punctuality and school-readiness for vulnerable learners.</p> <ul style="list-style-type: none"> • Home Academy Liaison Officer • Attendance and Welfare Officer • Breakfast club/Buddy club • Home visits for all new pupils and vulnerable families 	<p>The EEF toolkit states that social and emotional learning has moderate impact for very low cost. Specialist staffing, home visits and provision of wraparound care to support vulnerable families. The DfE <i>Working Together to Improve School Attendance</i> document states, 'Make sure attendance support and improvement is appropriately resourced, including where applicable through effective use of pupil premium funding. Where possible this should include attendance and pastoral support staff.'</p>	1 and 4
<p>Provision of additional life opportunities, which may normally be out of reach for targeted pupils to ensure equitable access to cultural capital.</p>	<p>The EEF toolkit states that arts education has moderate impact for very low cost. Inclusion and engagement are also vital to children's wellbeing. Promote inclusion and wider experiences through subsidised funding for:</p> <ul style="list-style-type: none"> • Uniform, trips and visitors • Peripatetic music tuition (Free School Meals eligible only) 	1, 2, 3 and 4

Total budgeted cost: £161,338

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

Attainment and Progress 2023-2024

2023-2024 23 children (4.3%/child)	Attainment (End of KS1)	EXS+ Progress from Entry to KS1 to Exit from KS1
Reading	48%	82.6%
Writing	26%	78.3%
Maths	52%	82.6%

Attainment and Progress 2024-2025

2024-2025 21 children (4.7%/child)	Attainment (End of KS1)	EXS+ Progress from Entry to KS1 to Exit from KS1
Reading	52%	95%
Writing	48%	90%
Maths	62%	100%

- The strategies implemented has led to an increase in achievement of pupils in receipt of pupil premium.
- The small number of children from the 2024-2025 cohort who did not make EXS+ progress either had SEND, poor attendance and/or other vulnerable characteristics.
- 38% of children in receipt of pupil premium made accelerated progress from KS1 entry to KS1 exit in reading.
- 29% of children in receipt of pupil premium made accelerated progress from KS1 entry to KS1 exit in writing.
- 38% of children in receipt of pupil premium made accelerated progress from KS1 entry to KS1 exit in maths.
- 80% of children in receipt of pupil premium funding met the expected standard in phonics screening at the end of Year 1 compared to National PP 67%.
90% of children in receipt of pupil premium funding met the expected standard in phonics screening at the end of Key Stage 1 (Y2) compared to National PP 81%.
- The two children in Year 2 in receipt of pupil premium funding who did not meet the expected standard in the phonics screening at the end of Key Stage 1 both had EHCPs

(one child had specialist approved at panel and the other now attends Resourced Base Provision).

- We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated the following:
- Of disadvantaged children receiving Speech and Language Therapy (SALT) in 2024-25 academic year, 75% made expected or better progress towards their targets and 25% were discharged from the service.
- Pastoral teams have regularly supported 27% of the disadvantaged children through wellbeing education and 1:1 support.
- We have refined the process with which continued to monitor and improve the attendance of all pupils, particularly disadvantaged and persistent absentees, in line with the new Attendance Policy.

Attendance trends

	2022-2023	2023-2024	2024-2025
School PP	93%	90.9%	91.05%
School Other	95.7%	95.5%	95.71%
National PP	89.2%	92%	TBC*
National Other	94%	95.4%	TBC*

*The national disadvantaged data will not be released until March 2026. Gov.uk are publishing a new release called 'official statistics in development' but it is for Free School Meals (FSM) not Ever 6. FSM are 89% and Others are 94.2%

- We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about how we supplement our Pupil Premium funding to achieve these intended outcomes.

Externally provided programmes

Programme	Provider
Lexia Core reading	Rosetta Stone
TTRS	Maths Circle
Arbor	Arbor Education Partners Ltd
Education City	Edmentum

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

To fund staffing for targeted pastoral interventions for children in receipt of service pupil premium. Service children in the setting also receive, where appropriate, ELSA provision and targeted intervention in reading, writing and maths. We will continue to liaise with the Little Troopers charity to organise events and social opportunities for our service children.

The impact of that spending on service pupil premium eligible pupils

There were two eligible service children in Year 1.

One met the expected standard in phonics, writing and maths. They achieved GDS in reading.

One met the expected standard in phonics, reading and writing. They achieved GDS in maths.

Further information (optional)

<p>The strategies detailed above detail spending in excess of the Pupil Premium and recovery funding. The excess is being funded by the MAT as Trustees recognise that additional resources must be allocated to disadvantaged children to fulfil our strategic vision of securing equitable life chances for all children.</p>	
Total budget for this academic year including additional school funds allocated to improving outcomes for disadvantaged children	£161,338