

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022-2025 academic years) funding to help improve the attainment of our disadvantaged pupils. This statement will be reviewed and updated annually.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Aylward Primary School
Number of pupils in school	
Number of children in receipt of PPP funding	141 (28%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2025
Date this statement was published	November 2022
Date on which it will be reviewed	October 2025
Statement authorised by	Clive Westall
Pupil premium lead	Louise Kelly
Governor / Trustee lead	Calvin Hardy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160 660 (2022-23), £183 330 (2023-24) £202 760 (2024-25)
Recovery premium funding allocation this academic year	£16 810 (2022-23) £16 820 (2023-24) £ 0 (2024-25)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£177,470 (2022-23) £200 150 (2023-24) £202 760 (2024-25)

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF identifies some common barriers to learning for disadvantaged children as: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and School Context

Aylward Primary is a MAT school located in the London Borough of Harrow. Three of the year groups have three forms (Reception, Y2, Y5) and four year groups have two forms (Y1, Y3, Y4 and Y6).

Challenges

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

Challenge number	Detail of challenge
1	PPP who also have English as an additional language
2	Limited involvement of PPP in extra-curricular clubs, activities, and enrichment opportunities
3	Attendance of PPP in comparison with National expectations.
4	PPP who are also SEN Support

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
A. Diminishing the differences between PPP boys and non-PPP boys at the end of KS2, particularly in Writing and Maths at EXS and in Maths at GDS	Difference between PPP and Non-PPP boys at the end of KS2 will continue to diminish, particularly in Writing and Maths EXS and Maths GDS. Analysis of catch-up programmes and Interventions will have a positive impact on outcomes for this group and that data demonstrates accelerated progress.
B. Diminishing differences between disadvantaged and non-disadvantaged pupils, particularly in Reading at GDS, at the end of KS2	Difference between PPP and Non-PPP at the end of KS2, particularly in Reading GDS. Analysis of catch-up programmes and Interventions will have a positive impact on outcomes for this group and that data demonstrates accelerated progress.
C. Increased participation of PPP in extra- curricular clubs, activities and curriculum enhancing experiences.	100% of PPP to attend at least 1 club / enrichment activity. Monitoring of club participation by the Deputy Headteacher and the office team results in an increase in PPP attendance in extra-curricular clubs.
D. Attendance of PPP is in line with National PPP attendance.	Attendance of PPP to be at least 96%. Monitoring of attendance by the leadership team and attendance officer results in an increase in PPP attendance and a decrease in PPP persistent absence.
E. Improving outcomes for PPP who also have English as an additional language, particularly in Writing at the end of KS2 and across areas at the end of KS1.	Improved outcomes for this group of children, compared to previous year.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £105,250 (Actual Cost: £114,316)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of HLTA support to accelerate progress towards EXS/GDS – focus on PPP in specified phases – default timetable	Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant	1,3,4 A,B,D,E
Boy focused, high interest texts – careful choices of quality texts for DR programme	Analysis highlights boys' emerging reading interests, sophisticated and specific reading preferences, and changes in reading identities over time. Boys' preferences for particular fiction authors, novel series and genres dispute the common assumption in educational contexts that boys prefer to engage with non-fiction books. This finding is significant, as negative gendered stereotypes can impact on boys' reading self-concepts. It is also critical given Jerrim and Moss's research highlighting the importance of fiction in the development of reading skills. https://bera-journals.onlinelibrary.wiley.com/doi/full/10.1002/berj.3685	1,4 A,E
Additional teaching support in Y6	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/	1,3,4 A,B,D,E
Phase Leader support for teaching and Learning	Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf	1,3,4 A,B,D,E

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

Budgeted cost: £61,332 (Actual Cost: £66,615)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Birds, assembly groups - Specific Stretch and Challenge groups for more able incorporated into provision maps, particularly Reading and Maths in Y5 and Y6.	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/	1,2,3,4 A,B,C,D,E
Use of Learning mentors and school counselling service to support and enhance learning behaviours/attitudes.	Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1,2,4 A,B,C,D,E
English Leader to plan specific Boys' Writing group/club	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/	1,2,3,4 A,B,C,D,E
Use of SLT to provide additional support – border GDS Maths group	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/	1,4 A,B,D,E
Use of KS2 Phase Leaders to focus on border EXS in Writing and Maths and border GDS	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus	1,4 A,B,C,D,E

	on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/	
KS1 Phase Leader to focus on EAL	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/	1 E
Developing mathematical thinking and problem-solving HA Target Groups with Maths Leader- links with NCETM/Maths SIP	Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf	1,4 A,B,E
RWI Leader to target support for MA/HA in EYFS and Y1 to ensure readiness for GDS in Y2.	In the top Read Write Inc. schools 80%, or more, of children achieved the expected level in the screening check. Intervention with proven track record of raising attainment. Local research including visits to schools showed accelerated progress for all pupils when using Read, Write Inc.	1,4 A,B,E
AHT working with focus groups in Y2 and Y1	Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf	1,4 A,B,E
RWI KS2 groups (FreshStart) with focus on speed sounds and reading catch-up strategies.	In the top Read Write Inc. schools 80% or more of children achieved the expected level in the screening check. Intervention with proven track record of raising attainment. Local research including visits to schools showed accelerated progress for all pupils when using Read, Write Inc.	1,4 A,B,E
LSA intervention support in Y6 – afternoon	Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant	1,4 A,B,E
School-led tutoring – Additional teacher in Y3, Y4 and Y6 Focus groups based on analysed assessment data	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.	1,4 A,B,E

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/	
School-led tutoring – Booster sessions – focus on PPP in Y6 (from January)	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/	1,4 A,B,E

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

Budgeted cost: £36,178 (Actual Cost: £39,294)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer to specifically track attendance of PPP.	Attendance is lower than National average. This is an Ofsted recognised school target. Deployment of staff and SLT focused agenda item to improve attendance and reduce persistent absence. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf	3 D
Use and deployment of Learning Mentors to provide social and emotional support for pupils and families in challenging circumstances.	Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	3 D
Increase the number and range of extra-curricular clubs and activities available including Booster and Reading clubs.	Provision of a range of initiatives to extend children's experiences. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf	1,2,4 A,B,C,E
Subsidies for PPP for extra-curricular activities run by external providers and for additional curriculum enhancement opportunities (including Aylward Breakfast Club (ABC), PAALs after school club, Musical instrument lessons,	Provision of a range of initiatives to extend children's experiences. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-	1,2,3,4 A,B,C,E

educational visits and residential visits)	curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
Subsidies for school uniform.	Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	3 D

Total budgeted cost: £202,760 (Actual Cost: £220,226)

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.

Overall outcomes at EXS+ 2024 – PPP vs non-PPP

2024	
PPP (32) Non-PPP (58)	
PPP	Non-PPP
75% +3%	72%
84% +8%	76%
81% +12%	69%

The difference in outcomes between PPP and non-PPP is positive as PPP are performing above its counterpart in all areas.

- A. Diminishing the differences between PPP boys and non-PPP boys at the end of KS2, particularly in Writing and Maths at EXS and in Maths at GDS

This table shows the % of PPP boys and Non-PPP boys reaching EXS+ at the end of KS2

PPP vs Non-PPP boys at EXS+	2022		2023		2024	
			PPP (17) Non-PPP (42)		PPP boys (14) Non-PPP (31)	
Boys	PPP	Non-PPP	PPP	Non-PPP	PPP	Non-PPP
Reading	85% +4%	81%	77% -4%	81%	57% -14%	71%
Writing	71% -15%	86%	77% -4%	81%	71% -10%	81%
Maths	71% -24%	95%	71% -20%	91%	79% +5%	74%

The difference in outcomes at EXS+ for PPP boys is diminishing from the previous year in Maths and the difference is now positive. The difference in Writing and more significantly, in Reading has widened. Reading will be a focus for this group in the academic year 2024-25.

This table shows the % of PPP boys and Non-PPP boys reaching GDS at the end of KS2

PPP vs Non-PPP boys at GDS	2022		2023		2024	
					PPP boys (14) Non-PPP (31)	
Boys	PPP	Non-PPP	PPP	Non-PPP	PPP	Non-PPP
Maths	14% -31%	45%	41% -4%	45%	21% -18%	39%

The difference for outcomes at GDS for PPP boys has widened from the previous year in Maths. This remains a focus for 2024-25.

B. Diminishing differences between disadvantaged and non-disadvantaged pupils, particularly in Reading at GDS, at the end of KS2

This table shows the % of PPP and non-PPP reaching GDS at the end of KS2

	2022		2023		2024	
					PPP (32) Non-PPP (58)	
PPP vs Non-PPP at GDS	PPP	Non-PPP	PPP	Non-PPP	PPP	Non-PPP
Reading	11%	49%	24%	38%	19%	26%
	-38%		-14%		-7%	
Writing	5%	16%	35%	53%	31%	41%
	-11%		-18%		-10%	
Maths	16%	46%	41%	45%	19%	33%
	-30%		-4%		-14%	

The difference for attainment outcomes at GDS for PPP is diminishing in Reading and Writing, however widening in Maths.

GDS across all areas, particularly in Maths, will remain a focus in the academic year 2024-25.

C. Increased participation of PPP in extra- curricular clubs, activities and curriculum enhancing experiences.

This table shows the % of PPP and Aylward All attending clubs.

	2021-2022	2022-2023	2023-2024
Percentage of all children attending for year	70.87%	73.1%	65.8%
Percentage of P/P children attending for year	70.25%	73.1%	64%

The difference in the number of PPP attending extra-curricular clubs, compared with Aylward All, has started to widen, although not significantly. Club attendance for both PPP and Aylward All has decreased – increasing the % of PPP participating in extra-curricular clubs will continue to be a focus for 2024-25.

D. Attendance of PPP is in line with National PPP attendance.

This table shows the attendance figures of PPP and Aylward all, year on year.

	2022		2023		2024	
	PPP	Aylward all	PPP	Aylward all	PPP	Aylward all
Attendance	94.1%	94.7%	93.2%	93.8%		95.06%
	-0.6%		-0.6%			
Persistent Absences	13.3%	10%	18.6%	17.4%		9.85%
	+3.3%		+1.2%			

Pupil attendance overall, has increased from 2023 but the difference between PPP and Aylward All attendance continues to diminish and remains in line with the previous year.

Persistent absence overall has also decreased from 2023, however the difference between PPP and Aylward all is diminishing. Attendance will remain a focus for the academic year 2024-25.

E. Improving outcomes for PPP who also have English as an additional language, particularly in Writing at the end of KS2 and across areas at the end of KS1.

This table shows the % of PPP and EAL pupils attaining EXS+ at the end of KS2. Reading will be the focus for this group of children in 2024-25.

	2022	2023	2024
	PPP and EAL	PPP and EAL	PPP and EAL
Reading	86% (17) +9%	75% (12) -11%	73% (22) -2%
Writing	78% -4%	75% -3%	86% +11%
Maths	86% +9%	67% -19%	82% +15%

This table shows the % of PPP and EAL pupils attaining EXS+ at the end of KS1.

	2022	2023	2024
	PPP and EAL	PPP and EAL	PPP and EAL
Reading	27% (12) -23%	38% (8) +11%	71% (7) +33%
Writing	36% -14%	38% +2%	71% +33%
Maths	46% -4%	25% -21%	86% +61%

Overall outcomes (based on internal teacher assessment) in KS1, for PPP and EAL have improved in all areas. This group will continue to be monitored in 2024-25.

10 children were offered subsidised places in the breakfast club.

1 child received free places in the after-school club.

Subsidies offered for Music lessons - 7 children were offered subsidised places for musical instrument lessons.

Uniform offered to all **parents in Reception** for completing application for free school meals.

Externally provided programmes

Programme	Provider
Destination Reader FreshStart Read Write Inc. Jigsaw PSHE Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease. https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	Destination Reader Read Write Inc. Jigsaw PSHE Scheme

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	