

Pupil premium strategy statement – Aston Fields Middle School

This statement details our school's use of pupil premium 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	600
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/26 2026/27 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs A Hales
Pupil premium lead	Mr J Brooks
Governor / Trustee lead	Mrs R Cofield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year £1,515 per PPE pupil in KS2 (38 pupils) – £56,240 £1,075 per PPE pupil in KS3 (45 pupils) - £47,250 £2,630 per CLA pupil (0 pupils) - £0 £2,630 per PCLA pupil (8 pupils) - £20,560 £350 per Service Child (4 pupils) - £1,360	£125,410.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£125,410.50

Part A: Pupil premium strategy plan

Statement of intent

At Aston Fields Middle School, we aim to ensure that all pupils, regardless of their background, strive for excellence and learn for life. This is our school's motto and encompasses all that we do. We recognise that some pupils face significant challenges to their learning, be that academically, socially, emotionally, or indeed in terms of their aspirations. However, we are fully committed to identifying the barriers to learning each pupil experiences and intervening to reduce their impact. We have high aspirations for all our pupils and, as a school of character, use every possible opportunity to help every child to thrive and grow. We seek to offer a wide range of opportunities for disadvantaged pupils to enhance their cultural capital and raise their aspirations for the future.

Our current Pupil Premium Strategy works towards achieving this objective by:

- Continuing to reflect upon and develop the high-quality teaching that exists within the school to help all pupils make outstanding progress.
- Continuing to build positive relationships to ensure every pupil has an adult they trust within school. This is a fundamental aspect of our approach to identify and reduce barriers to learning for all pupils.
- Continuing to build positive relationships with parents/carers and provide support where needed to help reduce potential barriers to learning and work in partnership to improve outcomes.
- Continuing to develop character education within lessons, assemblies, form time and extra-curricular opportunities to ensure each pupil leaves Aston Fields Middle School with a strong moral compass.
- Continuing to offer a broad and balanced curriculum for pupils in all year groups to develop their curiosity and passion across a range of subjects.
- Continuing to promote reading at every opportunity. As a school of reading, we recognise the vital importance of strong literacy levels for academic success in all subjects.
- Continuing to strive for outstanding attendance for all pupils and intervene promptly when concerns around low attendance are identified. This includes regular conversations with pupils, parents, and carers about the importance of regular school attendance.
- Continuing to support pupils with their social, emotional, and mental health. We recognise that without the appropriate pastoral support, academic success cannot be achieved.
- Continuing to provide a wide range of extra-curricular opportunities to support pupils with their social, emotional, and mental health, attendance, and future aspirations.

The Pupil Premium funding we receive helps us to address the challenges we have outlined in this statement and is split into three areas; teaching, targeted academic support and wider strategies.

Challenges

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

Challenge number	Detail of challenge															
1	<p>Attainment and progress – English (Reading)</p> <p>Whilst disadvantaged pupils make excellent progress during their four years at Aston Fields Middle School, an attainment gap between disadvantaged pupils and their non-disadvantaged peers continues to exist, as shown by the 2024/25 Summer Term assessments (% achieving WA+)</p> <table border="1"> <thead> <tr> <th></th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>Main cohort</td> <td>77</td> <td>84</td> <td>95</td> <td>84</td> </tr> <tr> <td>Pupil Premium</td> <td>44</td> <td>74</td> <td>86</td> <td>72</td> </tr> </tbody> </table>		5	6	7	8	Main cohort	77	84	95	84	Pupil Premium	44	74	86	72
	5	6	7	8												
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Pupil Premium	44	74	86	72												
2	<p>Attainment and progress – Maths</p> <p>Similarly to reading, disadvantaged pupils make great progress in Maths over their four years at the school, however, an attainment gap between them and their non-disadvantaged peers continues to exist, as shown by the 2024/25 Summer Term assessments (% achieving WA+)</p> <table border="1"> <thead> <tr> <th></th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>Main cohort</td> <td>72</td> <td>79</td> <td>92</td> <td>89</td> </tr> <tr> <td>Pupil Premium</td> <td>36</td> <td>57</td> <td>76</td> <td>74</td> </tr> </tbody> </table>		5	6	7	8	Main cohort	72	79	92	89	Pupil Premium	36	57	76	74
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3	<p>Attendance</p> <p>Despite our strong attendance record, we continue to strive for excellence in this area. Statistics reveal lower attendance for PP pupils compared to their non-PP peers and we continue to use effective strategies to narrow this gap.</p> <p><u>2024/25</u> Non-PP – 95 PP – 91</p>															
4	<p>Character and aspirations</p> <p>Careers/future aspirations – discussions with some disadvantaged pupils reveal lower aspirations for life beyond school. Some pupils do not challenge themselves to achieve a position of responsibility and may not always have family members on professions they could aspire to and can lack the cultural capital to promote high aspirations for the future.</p> <p>Character – As a school, we continue to explicitly teach the importance of good character at every opportunity. Data suggests that PP children do not always apply for positions of responsibility within school, which is one way in which we support pupils with the development of good character.</p>															
5	<p>Social, emotional and mental health</p> <p>Nationally, there has been an increase in social, emotional, and mental health concerns since COVID-19 which has been exacerbated by other events including a cost-of-living crisis. This is apparent for all pupils, including our most disadvantaged. During the 2024/25 academic year, 20% of PP pupils received</p>															

support from our SEMH team, showing that the need to address this issue continues to exist.

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
<p>Attainment and progress – English (Reading) Those eligible for PP funding to make outstanding progress in reading during their time at the school. Improved confidence, enjoyment, and engagement for disadvantaged pupils in reading.</p>	<ul style="list-style-type: none"> - A greater proportion of disadvantaged pupils at Age Related Expectations as demonstrated by: <ul style="list-style-type: none"> o GL results in English (Reading) o KS2 SATs results o Teacher assessments used in all subjects. o STAR Reading data - Greater confidence reading aloud to staff. - Increased use of the library and Renaissance Reading by disadvantaged pupils. - Gap in attainment between PP and non-PP will reduce over four years at the school.
<p>Attainment and progress – Maths Those eligible for PP funding to make outstanding progress in Maths during their time at the school. Improved confidence, enjoyment and engagements for disadvantaged pupils in all areas of Maths.</p>	<ul style="list-style-type: none"> - A greater proportion of disadvantaged pupils at Age Related Expectations as demonstrated by: <ul style="list-style-type: none"> o GL results in Maths o KS2 SATs Results o Teacher assessments used in Maths. o Times Tables Rockstars data. - Greater confidence when recalling times tables facts within lessons. - Increased knowledge and understanding of all areas in Maths. - Gap in attainment between PP and non-PP will reduce over four years at the school.
<p>Attendance Improved attendance for disadvantaged pupils.</p>	<ul style="list-style-type: none"> - Aim to achieve 95.5% attendance. - Pupils to have greater understanding of the importance of good attendance
<p>Character and aspirations Developing skills, knowledge & good character for future success</p>	<ul style="list-style-type: none"> - Pupils to have improved aspirations for the future through a well-established CIEAG programme. This will be evidenced through futures questionnaires and compass +.

Greater aspirations for the future to be developed and clear evidence of improved character through Roll of Honour nominations	- Pupils to demonstrate positive character through nominations to the Roll of Honour and character commendations from their teachers and peers.
Social, emotional and mental health For pupils to continue to be supported with their social, emotional, and mental health to ensure access to their learning.	- Evidence of improved social, emotional and mental health through mentoring sessions with Learning Mentors and Lead Teacher for Disadvantaged Pupils.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £80,427.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching</p> <p>Quality First Teaching continues to be a key focus for all staff at Aston Fields Middle School. Staff have worked collaboratively to identify what this looks like in our school.</p> <p>Teaching and Learning Communities</p> <p>Teaching and Learning Communities have been formed for all teaching staff to develop and share best practice within the following focus area:</p> <ul style="list-style-type: none"> - Practice and retrieval <p>NPQs</p>	<p>High quality teaching improves outcomes for all pupils, but especially those from disadvantaged backgrounds. We continue to invest in highly effective professional development for all staff as we know this is a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. As a result, teaching and learning continues to be of an exceptionally high standard at Aston Fields Middle School. Staff possess a high level of expertise within their subject areas and age ranges. Subject specialists are effective in supporting non-specialists to ensure the curriculum is implemented to the highest possible standards. Staff continue to work collaboratively across subject areas and age ranges to share best practice and further improve standards. Previous NPQs have increased capacity to drive curriculum development across the school. We know this approach works, as disadvantaged pupils leave Aston Fields Middle School having made exceptional progress across all subjects.</p> <p>(Education Endowment Foundation research Oct 2021) +2 months progress.</p>	1, 2, 3, 5

<p>A wide range of staff are completing/have completed NPQs in the following areas:</p> <ul style="list-style-type: none"> - NPQH - NPQSL - Leading behaviour and culture <p>STLP</p> <p>Continued CPD for staff through working collaboratively with colleagues across schools within the trust.</p> <p>Whole staff training</p> <p>Feedback received from staff has helped to identify areas for development. Whole staff training on, attendance, improving outcomes for disadvantaged pupils and adaptive teaching has been delivered this academic year.</p> <p>Teaching assistants</p> <p>Continued CPD for teaching assistants to ensure high quality support can be provided within lessons and through interventions.</p> <p>Lead Teacher for Disadvantaged Pupils and Pupil Premium Mentor</p> <p>Both have completed 'Making a Difference for Disadvantaged</p>	<p>Effective use of teaching assistants supports all learners including disadvantaged, especially those with additional SEND needs.</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>Effective CPD to ensure that both the Lead Teacher for Disadvantaged Pupils and Pupil Premium Mentor have up to date knowledge and understanding of current challenges facing disadvantaged learners and can implement changes effectively. Also, effective opportunity to share best practice with</p>	
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<p>Pupils' CPD through Haybridge Teaching Alliance to ensure best possible support is provided to disadvantaged learners.</p>	<p>colleagues in attendance from other schools across the region.</p>	
<p>Recruitment & Retention</p> <p>We have continued to maintain the following members of staff to ensure appropriate support can be provided to disadvantaged pupils:</p> <ul style="list-style-type: none"> - Lead Teacher for Disadvantaged Pupils - Teaching Assistants - Interventions Manager - Lead Teacher for CIEAG - Attendance Officer - Four Learning Mentors - Behaviour and Pupil Premium Manager <p>We have also recruited the following members of staff to provide additional support:</p> <ul style="list-style-type: none"> - Lead Teacher for Inclusion 	<p>At Aston Fields Middle School, we highly value every member of staff. We recognise the importance of recruiting the best possible candidates and ensuring a positive and healthy work life balance to retain staff. This is an important part of our strategy to support disadvantaged pupils, and it allows us to maintain high standards of teaching across the school and enables strong relationships to be formed with all pupils, particularly disadvantaged/CLA/PCLA.</p> <p>The Interventions Manager ensures that the pupils who are in most need of extra support, receive high quality interventions that have a sustained impact on their future outcomes.</p> <p>The Lead Teacher for Disadvantaged Pupils and Pupil Premium Mentor promote opportunities for pupils and works closely with pupils and their parents and carers to ensure appropriate support is provided. We know this helps to raise aspirations reduces social, emotional, and mental health issues for disadvantaged pupils.</p> <p>The Lead Teacher for CIEAG continues to organise opportunities for disadvantaged pupils which raise future aspirations and helps increase motivation in the classroom. This has previously included trips to universities, STEM activities and information on apprenticeships helping to raise aspirations.</p> <p>These have all been highly successful in the past.</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £28,081

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Literacy interventions</p> <p>Pupils identified as the lowest 20% in reading through assessment receive support through interventions both inside and outside of the classroom. This includes interventions such as:</p> <ul style="list-style-type: none"> - Phonics - Reading fluency - Language comprehension - Lexia - Grapheme Grafters - Handwriting Buddies - Renaissance Reading 	<p>These interventions are highly effective in ensuring pupils identified as requiring extra support can make rapid progress. Progress is assessed after the intervention and regularly show a positive impact. We know that improved reading levels supports pupils in their learning of all subjects.</p> <p>EEF Reading comprehension strategies +6 months progress.</p> <p>EEF Phonics programme +5 months progress.</p>	<p>1, 2, 3</p>
<p>Maths programmes</p> <p>KS2 pupils regularly use the following programmes to consolidate learning within the classroom.</p> <ul style="list-style-type: none"> - Sumdog - TT Rockstars - My Maths 	<p>Highly effective to support all pupils to consolidate their learning within the classroom. We know that this is especially the case for disadvantaged pupils who may not have the technology to access these programmes at home.</p>	<p>1, 2, 3</p>
<p>Maths and Reading buddies</p> <p>KS2 pupils who are identified as needing extra support work collaboratively with pupils in Year 8 to support with their Maths and reading. This is overseen by the Director of Learning for Maths and English.</p>	<p>Highly effective strategy to support pupils reading and therefore, access to the curriculum. Maths Buddies pre-teaching raises confidence enabling pupils to make rapid progress.</p>	<p>1, 2, 3, 5</p>
<p>Social, emotional, and mental health</p> <p>Pupils who are identified as needing extra support receive one-to-one or small group sessions with our learning mentors</p>	<p>This support continues to be critically important to a small number of pupils within our school. Through mentoring sessions, pupils can talk about their worries to an emotionally available adult who provide appropriate support. We know this helps pupils with their readiness to learn leading to greater progress.</p>	<p>1, 2, 3, 4, 5</p>

<p>or through outside agencies. This includes interventions such as:</p> <ul style="list-style-type: none"> - RESPECT sessions. - Alice Westbury Coaching - Empowering boys' workshops - Police Cadets Programme - MELO support work - Listening Service - Intervention & Prevention (West Mercia Police) - WRAPP (School Nurse) - RISE programme 	<p>EEF Social and emotional learning +4 months progress.</p>	
<p>Educational Psychologist Advice on the best ways to support specific pupils is provided through working collaboratively with our educational psychologist.</p>	<p>This advice has been invaluable in ensuring we provide the most effective support for pupils with the greatest needs. This support ensures greater outcomes are achieved for these pupils. Pupils are more ready to learn, attend school more regularly and access the curriculum more effectively.</p> <p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4, 5</p>
<p>Curriculum clubs Homework club for KS2 and KS3, Sumdog/TT rockstars club and Lexia club.</p>	<p>Highly effective in ensuring disadvantaged pupils receive the same opportunity, resources and support when completing homework as their non-pp peers.</p> <p>EEF homework +5 months progress.</p>	<p>1, 2</p>
<p>Teaching assistants Teaching assistants are across year groups and subject areas.</p>	<p>Teaching assistants are highly trained to offer specialist support both in the classroom and through interventions. We know that this extra support helps many disadvantaged pupils to make excellent progress.</p> <p>EEF effective use of teaching assistants +4months progress.</p>	<p>1, 2, 3, 5</p>
<p>Smaller class sizes Flexible grouping within Maths, English and Science allows for smaller class sizes in some sets across both key stages.</p>	<p>This is highly effective in ensuring specific pupils receive extra support from their classroom teacher. In the past this has been highly effective in improving outcomes for disadvantaged pupils.</p> <p>EEF reducing class sizes +2 months progress.</p>	<p>1, 3</p>

<p>RADY (Raising Attainment of Disadvantaged Youngsters)</p> <p>Lead teacher for Disadvantaged Pupils attended the RADY course, delivered by Challenging Education and has worked collaboratively with others to implement effective strategies across the school.</p> <p>Project began in 2024/25 and to be expanded in 2025/26</p>	<p>Highly effective programme comprising of four parts.</p> <ol style="list-style-type: none"> 1. Uplift – providing an artificial uplift to PP children following an assessment to raise awareness of what they may have achieved, had they not been disadvantaged. 2. Equity – raising awareness of the importance of providing extra support and adaptive teaching to help disadvantaged pupils achieve their potential. 3. Proportional representation – Ensuring that disadvantaged pupils have equal access to all aspects of school life. 4. Golden Thread – ensuring that a focus on disadvantaged pupils is weaved into the aims of all leaders in the school. <p>The programme saw a positive impact in 2024/25 with the attainment gap being reduced over the course of the year for pupils in Year 5 (reading).</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,902

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Officer and SLT attendance oversight</p> <p>Our attendance officer monitors attendance for all pupils, raises concerns and works with families to support attendance. The attendance officer works collaboratively with a member of SLT who continues to</p>	<p>Highly effective in ensuring good attendance from all pupils, but especially those from disadvantaged backgrounds by forming strong relationships with families. This in turn supports greater academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	<p>1, 2, 3, 4, 5</p>

<p>raise awareness of the importance of good attendance with pupils, parents/carers and staff.</p>		
<p>Extra-curricular opportunities (within school) A wide range of extra-curricular opportunities are organised for pupils including:</p> <ul style="list-style-type: none"> - STEM workshops - Drama productions - Music productions including a Christmas and Summer Concert - History and Geography workshops - Before, during and after school clubs (both sporting and non-sporting) - Art workshops <p>Disadvantaged pupils are always considered as a priority for these events.</p> <p>Extra-curricular opportunities (outside school) A wide range of extra-curricular opportunities are organised for pupils including visits to:</p> <ul style="list-style-type: none"> - Birmingham, Coventry and Harper Adams Universities 	<p>Highly successful take up from disadvantaged pupils. We know that by providing a wide range of extra-curricular opportunities both within and outside of school, pupil's motivation, behaviour and attendance has improved. This has had the benefit of leading to improved educational outcomes. These opportunities have also helped to raise aspirations and increase cultural capital for disadvantaged pupils. These opportunities have also helped pupils develop their social skills and have contributed towards pupils' learning for life.</p> <p>EEF sports participation +2 months progress. EEF arts participation +2 months progress</p>	<p>2, 3, 4, 5</p>

<ul style="list-style-type: none"> - Aztec Adventure - Black Country Living Museum - Theatre trips - Worcester Cathedral - Bromsgrove Tennis and Hockey Club, the Ryland Centre and local high schools to participate in a wide range of sporting events. - Year 6 PGL residential trip - Year 7 French trip <p>Disadvantaged pupils are always considered as a priority for these events.</p>		
<p>Roles of Responsibility</p> <p>Pupils in Year 8 can apply for roles of responsibility including:</p> <ul style="list-style-type: none"> - Wellbeing Mentors - Literacy Mentors - Peer Leaders - Science Lab Monitors 	<p>Highly effective in supporting good attendance for pupils in Year 8, as well as raising aspirations and helping with social, emotional and mental health. Year 8 pupils act as role models for pupils in lower year groups which also raises their aspirations for the future.</p> <p>In 2024/25 45% of those eligible for PP funding were successful in attaining a role of responsibility. This compares with 43% of pupils in Year 8 who applied for and were given a role of responsibility.</p>	2, 3, 5
<p>Transition</p> <p>Support for pupils who may find the transition between year groups and to high school challenging. In the past, this has included workshops focusing on transition and extra visits to high</p>	<p>Effective transitional arrangements ensure pupils at Aston Fields Middle School are ready for the next stage of the learning.</p>	2, 3, 4, 5

<p>schools. We also provide extra parental/pupil transitional events for pupils arriving in Year 5.</p>		
<p>Breakfast Club Pupils who may need extra support prior to the start of the school day are invited to breakfast club, allowing for access to an emotionally available adult and items of food.</p>	<p>Breakfast Club reduces the anxieties some pupils have around coming to school and ensure they are prepared the start the day in a positive frame of mind. This is also highly effective in supporting good attendance. EEF’s Improving Behaviour Report states “Another simple strategy with good evidence behind it is offering free, universal breakfast clubs before school starts, which has been found to prepare pupils well for learning.” https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	<p>2, 4, 5</p>
<p>Social, emotional, and mental health support Pupils who are identified as needing extra support receive one-to-one or small group sessions with our Learning Mentors, PP Mentor and/or Lead Teacher for Disadvantaged Pupils</p> <p>Trauma Informed Schools Lead Teacher for Disadvantaged Pupils has completed TISUK Practitioner training. All staff have received training on ACE’s and behaviour management techniques such as PACE.</p>	<p>This support continues to be critically important to a small number of pupils within our school. Through mentoring sessions, pupils are able to talk about their worries to an emotionally available adult who provide appropriate support. We know this helps pupils with their readiness to learn leading to greater progress.</p> <p>Trauma Informed School UK work collaboratively with schools to ensure mentally healthy cultures for all pupils. We are working with TISUK because we know social, emotional, and mental health challenges have increased following Covid 19, because of changes in technology and because recent cost of living crisis. We continue to be proactive in the face of these challenges and always prioritise building positive relationships with all pupils as we know this supports positive outcomes. Pupils at Aston Fields Middle School understand the importance of ‘telling an adult they trust’ and do so when they have a worry or concern. Despite the challenge’s children face, we continue to see low numbers of pupils who require support from our SEMH team due to our whole school approach of supporting pupils pastorally.</p> <p>EEF Social and emotional learning +4 months progress.</p>	<p>1, 2, 3, 4, 5</p>

<p>Help and support for families.</p> <p>Regular contact with families of disadvantaged pupils to ensure support is provided where needed. This includes supporting with food, uniform and trips.</p>	<p>Highly effective in supporting our most disadvantaged pupils to attend more regularly and be prepared for learning. This supports positive social, emotional and mental health, good attendance and therefore educational outcomes.</p>	<p>2, 3, 4, 5</p>
<p>Attendance Officer and SLT attendance oversight</p> <p>Our attendance officer monitors attendance for all pupils, raises concerns and works with families to support attendance. The attendance officer works collaboratively with a member of SLT who continues to raise awareness of the importance of good attendance with pupils, parents/carers and staff.</p>	<p>Highly effective in ensuring good attendance from all pupils, but especially those from disadvantaged backgrounds by forming strong relationships with families. This in turn supports greater academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	<p>1, 2, 3, 4, 5</p>

Total budgeted cost: £125,410.50

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024/25 challenge 1: Attainment and Reading

Despite a significant attainment gap existing between those eligible for Pupil Premium funding and their non-disadvantaged counterparts on entry. All pupils, including those who are disadvantaged make outstanding progress over the course of their four years at the school.

2025 data for disadvantaged pupils

	Maths	Reading
% at National Expectations on entry in Y5	55	76
% at Age Related Expectations on exit in Y8	77	77
% expected progress over 4 years at AFMS	95	44
% exceeded expected progress over 4 years at AFMS	58	44

As a result of the quality first teaching delivered at Aston Fields Middle School, disadvantaged pupils leave in a much stronger position, ready for their next stage of education, compared to when they arrive.

2024/25 challenge 2: Attendance

Our belief that promoting attendance is everyone's responsibility helped us to ensure that disadvantaged pupils continue to achieve good attendance. Data from the last two academic years reveal that we have begun to reduce the gap between the attendance of those eligible for Pupil Premium and their non-disadvantaged peers.

	PP attendance	Overall attendance
2023/24	90	95
2024/25	91	95

This data shows that we have begun to close the gap between the attendance of disadvantaged pupils and their non-disadvantaged peers but recognise that we must continue to strive for excellence in this area.

2024/25 challenge 3: Developing skills, knowledge & good character for future success

We are proud that during the 2024/25 academic year, Aston Fields Middle School was awarded with the Character Kite Mark+ from the Association for Character Education. All pupils, including those who are disadvantaged, were integral in ensuring that our school was able to achieve this accolade. Furthermore, internal data shows that disadvantaged pupils are regularly recognised for the positive character virtues through Roll of Honour nominations. Over the course of the year, 67% of disadvantaged pupils were mentioned in the Roll of Honour book and 18% of all nominations were to those who are disadvantaged. This is in line with our whole school percentage of Pupil Premium children.

During the 2024/25 academic year, character pins were introduced to recognise pupils who had achieved all their positive behaviour stamps in lessons and achieved at least 95% attendance each term. Internal data revealed that roughly half of PP pupils achieved at least one character pin.

Bronze	47%
Silver	33%
Gold	18%

Pupils in KS3 also benefitted from an enriching and well-established CEIAG programme which has helped to develop the aspirations of all pupils, including those who are disadvantaged. In 2024/25, every disadvantaged pupil received at least one CEIAG opportunity, ranging from careers assemblies, workshops led by industry experts or a visit to a university. At the end of Year 8, 62% of pupils stated they had gained positive understanding, knowledge and skills and 79% of pupils stated they had an idea of what they wanted to do for a future career.

Disadvantaged pupils in Year 8 also demonstrated high aspirations through the uptake in applications for a role of responsibility in Year 8. In 2024/25, 45% of those eligible for Pupil Premium applied and achieved a role as a Peer Leader, Well-being Mentor, Literacy Mentor, Science Lab Monitor, House Captain or School Council Representative.

During the 2024/25 academic year, every disadvantaged pupil participated in at least one extra-curricular opportunity which were successful in raising future aspirations. These included:

- Aztec Adventure
- Harper Adams University visit
- Worcestershire Careers Fair
- Police Cadets
- Sports participation in fixtures/leadership events.
- Participation in Music concerts.

- Participation in Science events including workshops, STEM challenges and an inter-house competition and the Faraday Challenge
- Art events such as a life drawing class and a Spirited Arts workshop.
- Whole year group trips including All Things Wild, the Lickey Hills and the Black Country Living Museum.
- Targeted trips/events for specific pupils such as Worcester Cathedral, the French trip, Magistrates Mock Trial Competition and Escape Room events.

2024/25 challenge 4: Parental Engagement

Success was achieved in engaging parents of disadvantaged pupils through a wide variety of means. Many parents of disadvantaged pupils attended our pastoral and curriculum parents' evenings, information evenings and coffee afternoons. In addition, we provided effective communication about support and opportunities within the local community, with many disadvantaged pupils taking advantage of HAF during the Christmas, Easter and Summer holidays. Finally, we continued to provide support to the families of the most disadvantaged pupils through offering food parcels, uniform support and by funding many extra-curricular opportunities. By offering this support, we were able to engage and build positive relationships with many parents.

% of PP parents attending parents' evenings

During the 2024/25 academic year, 51% of parents whose children were eligible for Pupil Premium funding attended either our pastoral or curriculum parents evening. However, due to our understanding of the importance of maintaining effective communication with all parents/carers, Form Teachers, Heads of Year, Learning Mentors, and members of the Senior Leadership Team regularly made telephone calls to help facilitate positive parental engagement.

School support to disadvantaged pupils and their families

£20 uniform vouchers	10 families supported
Food and toy parcels	20 families support
Discounted extra-curricular opportunities	45 families supported

Overall, we provided extra support to over 50% of our disadvantaged families during the 2024/25 academic year.

2024/25 challenge 5: SEMH

Despite the challenging circumstances that schools, families and wider professionals continue to face in supporting children with their social, emotional and mental health, we continued to provide fantastic support in this area. In 2024/25, we expanded our team of Learning Mentors from two to four members of staff, meaning that a greater number of pupils, including those who are disadvantaged received the necessary support to enable them to access their learning. In total, 20% of those eligible for Pupil Premium received support from a learning mentor. This included five CLA pupils, who were allocated a learning mentor as soon as they

started at the school. This was a huge success, allowing these vulnerable pupils to build up a positive relationship with an adult they trust in school. The remaining 80% of Pupil Premium pupils all had at least one mentoring session with either the Lead Teacher for Disadvantaged Pupils or the Pupil Premium Manager. Furthermore, whole staff training was delivered by the Beacon on trauma informed approaches and the SENDCO, as well as two Heads of Year, completed a full day of trauma informed training. Some disadvantaged pupils were identified as needing extra support through programmes such as Respect, Young Carer's, Women's Aid, Police Cadets and Empowering Boys. Many disadvantaged pupils attended extra-curricular clubs within school, and all participated in an extra-curricular event, providing another opportunity to help pupils with their social, emotional and mental health, and sense of belonging at Aston Fields Middle School.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Lexia – Targeted Literacy Support	Lexia
Mind Safe	
TT Rockstars	Maths Circle Ltd
Renaissance Reading	Renaissance
Accelerated Reading	Renaissance
Spelling Shed	
SPAG.com	
Progress Tests	GL Assessment

