

Pupil premium strategy statement 2022-23

Ashley Primary School

This statement details our school's use of pupil premium (and recovery 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	589
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	1 st September 22
Date on which it will be reviewed	1 st September 23
Statement authorised by	Jennie Ratcliff
Pupil premium lead	Samantha Sawyer
Governor / Trustee lead	Andy Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,295
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£53,295

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Part A: Pupil premium strategy plan

Statement of intent

At Ashley we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning.
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles:

- We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults

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Challenges

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

Challenge number	Detail of challenge
1	The increasing cost of living is putting pressure on our most vulnerable families, particularly those eligible for pupil premium. This can impact on pupils emotional well-being and families ability to pay for extra-curricular activities.
2	Staffing, (especially staffing of LSA's) is proving an ongoing challenge; which can then impact on the support offered to some of our more vulnerable pupils.
3	27% of our disadvantaged children are also on the SEND register.
4	The legacy of Covid is especially evident in the lower-than-expected attainment of the Year 3 cohort in particular.
5	The identification of Young Carers is still not consistent across the whole school.
6	Not all lessons across the school consistently demonstrate pupils making progress within lessons as a result of adaptive responsive teaching and an array of high quality teaching strategies.

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
<i>DP children will make expected progress or better in reading, writing and maths.</i>	<i>Teacher and formative assessment will show accelerated progress for DP children in the core areas. A higher proportion of DP pupils will reach ARE at the end of KS1 and KS2.</i> <i>Those DP pupil with SEND will fulfil their specific SEND outcomes through targeted interventions and personalised approaches to learning.</i>
DP pupils will experience a wider array of extra-curricular activities alongside their core curriculum.	DP pupils will engage in trips, residential and after school clubs. The number of DP pupils engaging in sporting fixtures and clubs will rise.

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The % attendance of DP pupils will improve on previous year's figures and family engagement will also improve.	The HSLW will continue to support families in need. Breakfast club provision will be offered to specific pupils.
DP pupils will be emotionally ready for learning each day and have the resilience to overcome emotional challenges.	<p>ELSA will support specific pupils throughout the year.</p> <p>Young Carers club will be offered to any DP children who are eligible.</p> <p>Kick scheme will be offered to specific vulnerable children; working through values-driven physical education, dance, mentoring and chaplaincy to impact a sense of hopelessness experienced through some of our pupils.</p>

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: £20 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The TEEP Approach to teaching and learning is understood by all stakeholders.</p> <p>There is a consistent use of language and symbols through the school.</p> <p>Staff are having professional discussions on a regular basis about good practice, particularly around subject leadership that then impacts on wider curriculum design and benefits all, but especially</p>	The EEF documents that survey data indicates that teachers and students believed that TEEP had made them more effective teachers and learners overall.	6, 4, 3

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our more vulnerable groups. <i>(Evidenced by monitoring, teacher reflective journals and PDM minutes)</i>		

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

Budgeted cost: £10, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategic planning and monitoring of disadvantaged children by the Inclusion Lead and in particular, pupils who are SEND and pupil premium. <ul style="list-style-type: none">• Strategic planning• Liaison with parents• Provision of emotional support for individual pupils• Pupil progress meetings	Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. (Special Educational Needs in Mainstream Schools Report – EEF)	2, 3, 4, 6

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

Budgeted cost: £23, 000

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Activity	Evidence that supports this approach	Challenge number(s) addressed
Part-time ELSA's support children with a range of challenges, allowing them to access learning with a reduced level of anxiety.	Government research has shown, (Public Health England Briefing, 2014) that: 'education and health are closely linked. So promoting the health and wellbeing of pupils and students within school and colleges has the potential to improve their educational outcome and their health and well-being outcomes'.	1, 5
<i>Installation of the nurture pod, offers a safe and quiet space for vulnerable children to use if they are overwhelmed.</i>	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings.	1, 5
The KICK scheme provide high quality values-based Sports Coaching provision, Dance provision, Solutions Focused Mentoring and Sports Chaplaincy one day a week within school to children with specific challenges.	Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. (EEF)	1, 5
Free access to clubs, including breakfast club or more specific curriculum linked clubs post covid restrictions.	Our updated evaluation found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 with moderate to low security. An impact on attainment was not seen for pupils in Key Stage 2. Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance. (EEF)	1

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Home School Link Worker support for parents where children are vulnerable due to home-life difficulties. Identification and removal of barriers for those children and families where possible.	The DFE report 2010 ‘Parental involvement in the form of ‘at-home good parenting’ has a significant positive effect on children’s achievement and adjustment even after all other factors shaping attainment have been taken out of the equation.’	1, 3, 5
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Total budgeted cost: £53,000

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Part B: Review of the previous academic year

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Outcomes for disadvantaged pupils

At the end of the Summer term 2023, the data shows the following:

The % of Pupil Premium students reaching the expected level in:

Reading across the whole school: 45.9%

Writing across the whole school: 32.4%

Maths across the whole school: 56.8%

The development of subject leaders has been a key priority this year. Subject leaders have been working on considering the approach their subject takes and how learning is captured for the benefit of all vulnerable groups. A history deep dive by Ofsted this year demonstrated continuing development and success in this approach.

Whilst looking at states of being (e.g. Artists, Design Engineers etc) we have reviewed whether each subject area is represented within enrichment opportunities (trips, visitors) and extracurricular opportunities. This knowledge has been used alongside the school council's feedback on clubs to put plans in place for September. Theatre Works (Drama), Mini Performers (Pop Dance), Lego Club and Touch Rugby clubs will be added to the Club offer for September. We have asked all clubs to host a space for free a pupil premium child for every ten spaces. Some of these clubs will take place in the mornings and lunchtimes to support children that find morning transitions and playtime challenging.

Enrichment opportunities will now include a gallery visit, a science museum visit in KS1 and KS2 and theatre visit for Year Two. Next year, we will continue to consider what we would like the Ashley child to experience during their time with us.

The main priority for staff training this term has centred around our most vulnerable groups SEND and Inclusion. What benefits these groups ultimately benefits all.

Training undertaken:

- ASD Awareness (LSA's only)
- Restorative and Relationship Practices (STIPP Team delivered)
- Identification of SEND Need (PDM)
- Self-harm Awareness Course (ELSA attended)
- Makaton Course (Specific LSA attended)

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- Relational and Restorative Practice Leadership Course (SLT Members)

Positive relationships have been built with disadvantaged pupils and their families by the Home School Link Worker and the Inclusion Team. This has had a beneficial effect on pupil and family wellbeing. The Home School Link Worker has also been involved with 25 families struggling with low attendance.

ELSAs are continuing to support 23 vulnerable pupils in this academic year; impacting positively on engagement and well-being; in readiness for learning.

Internal assessments show that online interventions, such as Nessy and Times Tables Rockstars has had a positive impact on the progress of disadvantaged pupils.