



Pupil Premium Report 2020-21

Background

Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. Therefore, publicly funded schools in England receive additional funding (pupil premium) from the government to help overcome barriers to learning and improve the progress and outcomes of disadvantaged pupils.

Aims

School leaders know their schools best and should therefore make decisions on how to spend pupil premium funding. This document outlines the spending and impact of pupil premium funding at Ashley C of E Primary School.

Eligibility and funding

Pupil premium funding based on the number of pupils in school in January each year from the following groups:

- Pupils eligible for free school meals (FSM);
- Looked-after and previously looked-after children;
- Service premium - whilst paid to schools with the pupil premium the service premium is not part of the pupil premium and eligibility relates to pupils with a parent serving in HM Forces or in receipt of a pension from the Ministry of Defence. This funding is to help with pastoral support. Pupils who attract the service premium do not form part of the school's disadvantaged population or data.

Non-eligible pupils

Schools may spend their pupil premium funding on pupils who do not meet the eligibility criteria but need additional support. For example:

- are in contact with a social worker;
- used to be in contact with a social worker;
- are acting as a young carer.

Allocation of additional funding

At Ashley School, we will use the [Education Endowment Foundation \(EEF\) Guide to the Pupil Premium](#). This includes the following 5 key principles of spending:

- Schools can make a difference in narrowing attainment gaps;
- Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions;
- Quality First Teaching helps every child;
- Funding must support middle and higher attaining pupils – it must not solely focus on lower ability pupils;
- Focussing on a small number of carefully chosen priorities is effective - less can be more.

In line with the EEF Guide, at Ashley School, we will adopt a tiered approach to Pupil Premium spending. The approach is as follows:

Quality First Teaching

Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the **top priority for pupil premium spending**. Spending on improving teaching might, but not exclusively, include professional development, training and support for early career teachers and recruitment and retention.

Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not currently making good progress. Considering how classroom teachers and learning support assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is another key component of an effective Pupil Premium strategy. The EEF have evaluated the impact of a range of strategies and we will make use of these resources when planning our support provision.

Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Useful links:

DfE Pupil Premium Policy – <https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

DfE Pupil Premium Effective use and accountability – <http://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

EEF Pupil Premium Guide – www.educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide

EEF Teaching and Learning Toolkit – [https://www.educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/](http://www.educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/)

EEF Early Years Toolkit – [https://www.educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit](http://www.educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit)

DfE Pupil Premium Conditions of Grant – <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2020-to-2021>

Service Premium – www.gov.uk/government/publications/the-service-pupil-premium

Pupil Premium Strategy Statement

School overview

All data in the table below reflects the data at the time of the January 2020 school census, as this determines the funding that the school is eligible for.

Metric	Data
School name	Ashley C of E Primary School
Pupils in school	567
Number of children eligible for pupil premium	26
Proportion of disadvantaged pupils	4.6%
Pupil premium allocation this academic year	£37,900
Academic year or years covered by statement	2020-21
Publish date	31 st July 2021
Review date	31 st July 2022
Statement authorised by	Jennie Ratcliff
Pupil Premium lead	Venetia Hopkins (until May 2021) - Stephen Crinall
LGC Pupil Premium Champion	Cathy Blair

Disadvantaged pupil KS2 progress scores for 2019

Due to COVID-19, the most recent accountability data is from 2018-19.

Measure	Score (national benchmark in brackets)
Reading	-4.30 (0.32)
Writing	-6.84 (0.27)
Maths	-3.97 (0.37)

Disadvantaged pupil KS2 performance overview

Based on most recent validated data (2018-19)

Measure	Score (national benchmark in brackets)
Meeting expected standard at KS2 • RWM • Reading • Writing • Mathematics	56% (71%) 56% (78%) 56% (83%) 67% (84%)
Achieving high standard at KS2 • RWM • Reading • Writing • Mathematics	0% (13%) 22% (31%) 0% (24%) 11% (32%)

Barriers to learning

- Low starting points in English and maths
- Impact of school closure due to COVID-19
- Lower levels of parental engagement in supporting learning
- Lower attendance and poorer punctuality than peers
- Lack of engagement with remote learning during lockdowns and bubble closures
- Additional special educational needs and disabilities

Strategy aims for disadvantaged pupils

Which areas will be our focus?	Target – what do we want to achieve?	Target date
Raising the attainment of all pupils in receipt of pupil premium	<ul style="list-style-type: none">- Attainment of pupils eligible for pupil premium is in line with their peers and at least in line with the national average	July 2021
Ensuring that progress scores of pupils in receipt of pupil premium is in line with peers	<ul style="list-style-type: none">- Gaps in children's knowledge and understanding are plugged through high-quality tailored interventions to ensure that children eligible for pupil premium funding make progress at least in line with their peers	July 2021
Attendance and absence, including those deemed to be persistent absentees	<ul style="list-style-type: none">- Overall attendance is at least in line with the national average for all schools (currently 96%)- Gap between disadvantaged and others does not widen (currently 10%)- PA for all pupils remains broadly in line with NA and gap between disadvantaged and others continues to fall	July 2021
Engagement during remote learning (lockdowns and bubble closures)	<ul style="list-style-type: none">- Children eligible for pupil premium funding are supported by improved access to individual devices to allow them to access remote learning- Regular check-ins are completed by staff familiar with these children to ensure that they are able to engage fully- Children at risk of low engagement are invited into school for places for vulnerable children during lockdowns	July 2021

Covid-19

It is extremely important that we consider the educational and emotional impact of COVID-19 on our pupils. The COVID-19 pandemic has led to school closures across the UK and many countries around the world. This means that the majority of pupils have missed more than a full term in school, though supported and taught in various ways. Nevertheless, it is likely that school closures will lead to slower rates of learning, perhaps learning loss, and there is a risk that the negative impact will be worse for pupils who are economically disadvantaged. Where available, effective strategies evaluated by the EEF have been identified within this plan.

Quality First Teaching priorities for current academic year:

Focus Area	Activity
Maths and English Gaps in knowledge filled and barriers to learning removed	<ul style="list-style-type: none"> - Development of handover opportunities for all staff (including new teachers) - Develop higher expectations in writing - Ensure that all writing has a clear purpose and audience and that writing opportunities are evaluated to ensure that they engage all children - CPD project to develop writing and writing assessment - Improved curriculum mapping to ensure that teaching content is sequential and builds on previous learning - Identify specific barriers and gaps through the analysis of work in classrooms and in standardised tests - Interventions put in place to enable children to fill gaps in knowledge and understanding - Intervention provision regularly reviewed to ensure impact - Support and training for all staff regarding high-quality intervention groups - CPD around QFT to be shared with teaching staff - Year 6 booster groups to be run to target specific children - Precision teaching training for LSAs - Planning to identify clear opportunities for scaffolding and modelling, as well as opportunities to stretch and challenge - Planning to be shared with support staff on a regular basis - English and Maths CPD sessions to be completed for teaching staff
Projected spending	£19,000 (including % of salary costs for support)
Monitoring	<ul style="list-style-type: none"> • Implementation informed by EEF guidance report • Regular analysis of data / tracking • CPD records • Handover meeting notes • Intervention tracker documents • Planning • Book looks • Reviews with teachers and LSAs • CAP meetings

Targeted academic support for current academic year:

Focus Area	Activity
• HSLW Support • Wrap-Around Provision	<ul style="list-style-type: none"> - HSLW to provide bespoke support to identified families - Parents and families provided with additional avenue of support and guidance - Places in our wrap-around care to be provided for families where attendance and punctuality are a concern
Projected spending	£4,500
Monitoring	<ul style="list-style-type: none"> - Attendance monitoring - Regular contact and support check ins with families - Involvement of Inclusion Officer as required - Meetings with teachers - Meetings with parents and carers

Wider strategies for current academic year:

Focus Area	Activity
ELSA Groups	<ul style="list-style-type: none"> - Fund ELSA sessions (individual and group) to develop resilience and improve mental health and wellbeing - ELSA transition groups to support children who are likely to be anxious about moving to secondary school or mixing classes during internal transitions at Ashley
Lunchtime play opportunities	<ul style="list-style-type: none"> - Courtyard/library staffed to provide alternative spaces for children to use during lunchtimes.
Projected spending	£14,500
Monitoring	<ul style="list-style-type: none"> • Class drop-in sessions • Meetings with class teachers and parents • Meetings with ELSA practitioners • CAP meetings