



Ashley CofE Primary School Pupil premium strategy statement 2021-22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ashley CofE Primary School
Number of pupils in school	616
Proportion (%) of pupil premium eligible pupils	5.3%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	17 December 2021
Date on which it will be reviewed	21 July 2022
Statement authorised by	Jennie Ratcliff, Headteacher
Pupil premium lead	Jonathan Walters, Deputy Headteacher
Local Committee Pupil Premium Champion	Rev. Cathy Blair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 26, 485
Recovery premium funding allocation this academic year	£ 2, 465
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 28, 950

Part A: Pupil premium strategy plan

Statement of intent

Measure	Activity
<u>Priority 1</u> To <u>improve the standard of Quality First Teaching</u> so that all pupils, including those in the Pupil Premium Group (PPG), make expected or above expected progress	Continuous professional development for all staff in Quality First Teaching (INSET day training, Professional Development Meetings and LSA weekly briefings); robust monitoring and feedback for staff through learning walks and formal observations.
<u>Priority 2</u> To target PPG pupils through structured small group interventions to <u>raise attainment in English and Maths</u> to match those of their peers.	Identify PPG pupils who are below expected level in English and Maths or could reach greater depth in these subjects and support through targeted booster sessions.
<u>Priority 3</u> To <u>promote the personal development, mental health and well-being</u> of PPG pupils through targeted ELSA and Home School Link Worker (HSLW) support, financial support for trips and additional extra-curricular clubs	Identify pupils who would benefit from ELSA/HSLW support; liaise with parents to confirm ELSA programme and offer of financial support for trips and extra-curricular clubs

Challenges

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

Challenge number	Detail of challenge
1	<i>PPG pupils typically have low aspirations for their success and easily disengage from their learning. The approach of Quality First Teaching can address this through creating an inclusive learning environment where all pupils are engaged, inspired and challenged.</i>
2	<i>PPG pupils sometimes need specific targeted support which is different to their peers in order to allow them to access the whole curriculum offer. Small group booster sessions provide an opportunity for targeted interventions focusing on specific challenges.</i>

3	<i>PPG pupils have in some cases suffered more than their peers through the COVID-19 pandemic, with the gap between disadvantaged and non-disadvantaged widening. As a result, pupils are presenting with increased anxiety and lower self-esteem.</i>
4	<i>Financial pressures as a result of the global pandemic have put particular pressures on families of PPG pupils. This may result in a reluctance to invest in a child's education and withdraw from some educational opportunities that are considered too expensive.</i>
5	<i>The disruption to learning cause by the lockdowns in 2020 and 2021 has caused many pupils to fall behind in their progress and attainment. 'Catch-up funding' can be used to tackle this gap and accelerate outcomes so they match those of previous years.</i>

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>PPG pupils make expected or above expected progress in English and Maths.</i>	<ul style="list-style-type: none"> - Data shows all PPG pupils make expected or above expected progress in English and Maths
<i>Attainment of PPG pupils in English and Maths is improved compared to 2020-21</i>	<ul style="list-style-type: none"> - Data from summative tests and teacher assessments show that attainment by PPG pupils has improved compared to 2020-21
<i>Social, emotional and mental health of PPG pupils is enhanced through ELSA and HSLW support</i>	<ul style="list-style-type: none"> - Feedback from teachers, ELSA and HSLW demonstrates that the mental health and well-being of PPG pupils has improved.
<i>Take up of educational trips, workshops and extra-curricular clubs by PPG pupils is high</i>	<ul style="list-style-type: none"> - PPG pupils take part in educational trips, workshops and participate in extra-curricular clubs

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: £ 1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Professional development for staff in Quality First Teaching</i>	Quality First Teaching has been proven to be the foundation of strong pupil outcomes. Staff training will ensure that pupils receive high quality, inclusive learning experiences which promote the best possible outcomes and close any gaps caused by the COVID-19 pandemic.	1, 5

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Funding for LSAs to provide structured, small group interventions which provide targeted booster support for PPG pupils.</i>	Extra support staff allow pupils to receive targeted support to close any gaps in their learning. The EEF says: “Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic.”	2, 3, 5

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

Budgeted cost: £2,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Social and emotional support through the ELSA programme and Home School Link Worker (HSLW)</i>	Evidence shows that social and emotional support can help children who are suffering low self-esteem or anxiety to improve their well-being and create a more positive approach to their learning. The HSLW provides support for families and can signpost to external agencies for any issues identified.	3
<i>Financial support for PPG pupils to access wider opportunities in school, including residential trips, workshops and extra-curricular activities.</i>	Disadvantaged pupils may not be given full access to the learning opportunities offered by the school because of financial constraints. By removing the financial barriers, PPG pupils feel included and are able to access the full breadth of educational provision at the school.	4

Total budgeted cost: £ 28, 950

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Please find below details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year. Due to COVID-19, performance measures have not been published for 2020 to 2021 and in the absence of KS2 SATS and KS1 Phonics Screening Tests we are basing our review on the teacher judgments submitted in Summer 2021.

Strategy 1 and 2: Raising attainment and ensuring progress is in line with peers

Our Pupil Premium strategy for 2020-22 was effective in raising the attainment and progress for PPG pupils so that it aligns more closely with their peers. As the data shows below, this was most visible in Reading and Maths, but less so in Writing (which was an issue for the whole school in 2020-21 and an area for development).

Reading	Expected or above expected attainment	71%
Reading	Expected or above expected progress	86%
Reading	Above expected progress	18%
Writing	Expected or above expected attainment	57%
Writing	Expected or above expected progress	75%
Writing	Above expected progress	39%
Maths	Expected or above expected attainment	75%
Maths	Expected or above expected progress	93%
Maths	Above expected progress	43%
Combined Reading/Writing/Maths	Expected or above expected attainment	57%
Combined Reading/Writing/Maths	Expected or above expected progress	79%

Strategy 3: Improving attendance

The attendance of PPG pupils in 2020-21 was 88.8%, which was well below the figure of 96.8% for whole school. This data was influenced by a small number of children whose attendance was particularly low during the year.

Strategy 4: Engagement during remote learning

Staff were active during the periods of remote learning to remain in contact and provide support for PPG pupils, for example by providing computers to help access online lessons. This helped promote the well-being of pupils, instilling confidence and reducing anxiety.

Externally provided programmes

Programme	Provider
None provided.	