

Pupil premium strategy statement

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	Ashlands Primary School
Number of pupils in school	367
Proportion (%) of pupil premium eligible pupils	10.35%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	
Pupil premium lead	Joanna Archdale Joanne Shepherd
Governor lead	C. Pope

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41695
Recovery premium funding allocation this academic year	£4785
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	£46480

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. In making decisions about using the Pupil Premium Funding, it is important that we consider the context in which our disadvantaged children live alongside the research conducted by the EEF. Common barriers to learning for disadvantaged children in this area can be that they have less support at home, weakened language and communication skills, a lack of confidence in their abilities and occasionally a complex home life which can prevent them from flourishing.

High-quality teaching is at the heart of our approach, and we will ensure that all teaching staff know the children well, are involved in the analysis of data and therefore will provide appropriate interventions to focus on specific areas, which are responsive to a child's individual need, rather than assumptions made about the impact of disadvantage. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. It is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 socially 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.

Ultimate Objectives

- **To narrow the gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data.**
- **For all disadvantaged children to have the same opportunities as their peers to enable them to potentially achieve or even exceed Age Related Expectations at the end of Year 6.**

Achieving these Objectives

- Providing small group work with an experienced teacher/TA focussed on overcoming gaps in learning
- Additional teaching and learning opportunities provided through external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pay towards activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- To extend PE provision by running additional clubs and groups which will be offered free of charge.
- To allow the children to learn a musical instrument.
- Behaviour and nurture support during some lunchtimes by providing activities to engage and motivate children, thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

The approaches we have adopted complement each other to help pupils excel in many different areas. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<i>Disadvantaged pupils generally have significantly more underdeveloped oral language skills and vocabulary knowledge than their non-disadvantaged peers which has led to gaps in their reading development.</i>
2	<i>Disadvantaged pupils – particularly in the Early Years – generally have greater difficulties with phonics than their peers which negatively impacts their development as readers.</i>
3	<i>Disadvantaged pupils generally have greater difficulties with maths than their peers which negatively impacts their development in mathematical concepts and understanding.</i> <i>39% of PP children achieved ARE or above in the summer of 2021</i>
4	<i>Disadvantaged pupils generally have greater difficulties with reading and oracy than their peers which negatively impacts their development in English – particularly when writing.</i> <i>30% of PP children achieved ARE or above in the summer of 2021</i>
5	<i>There are indications that the social and emotional well-being of many of our disadvantaged pupils has been impacted to a greater extent than other pupils during recent school closures. Many did not access the online learning provided consistently which has resulted in significant knowledge gaps, loss of confidence and motivation and therefore the children falling further behind age-related expectations.</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>Improved Reading attainment amongst disadvantaged pupils</i>	<p>Achieve above National average progress scores in KS2 Reading.</p> <p>Achieve National Average or above at expected standard in Phonics Screening.</p>
<i>Improved Writing attainment amongst disadvantaged pupils</i>	Achieve above National average progress scores in KS2 Writing.
<i>Improved Maths attainment amongst disadvantaged pupils</i>	Achieve above National average progress scores in KS2 Maths.
<i>To achieve and sustain improved wellbeing for all pupils in our school</i>	<p>Sustained levels of wellbeing will be demonstrated by:</p> <ul style="list-style-type: none"> • Pupil voice data; questionnaires and school council/ class representatives. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £ 13645

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Teaching Assistant led interventions</i></p> <p><i>Nuffield Early Language Intervention</i></p>	<p>Findings by the EEF suggest that by training and deploying TA's to deliver specific interventions to small groups or individuals has a high impact on improving progress, and is therefore a cost effective approach to improving learner outcomes.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>We have successfully implemented interventions in Phonics, Maths and English and seek to continue these.</p>	1, 2, 3, 4
<p><i>Enhancing teaching and curriculum knowledge by funding teacher release time to attend CPD courses.</i></p>	<p>High quality staff CPD is essential to implement and follow EEF principles, which is followed up in staff meetings. We are part of the Burley Woodhead English Hub and NCETM sustaining mastery maths work group.</p> <p>Staff are released to plan and develop their curriculum area and to support other staff.</p>	1, 2, 3, 4
<p><i>The purchase of Standardised assessments</i></p>	<p>Using standardised tests can provide valuable insight into an individual's strengths and weaknesses. This results in valuable feedback which evidence has shown to have a greater impact on disadvantaged pupils, as they receive clear and actionable feedback.</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>Interventions can then also be tailored to the child and provide them with opportunity to consolidate their learning, practice skills or develop mastery.</p>	1, 2, 3, 4

<p><i>High Quality Texts for Vocabulary development, improved comprehension skills and spoken language improvement.</i></p>	<p>Disadvantaged pupils are less likely to have accessed a variety of different texts at home and as a result their reading comprehension skills and oral language skills can be lower than those of their peers.</p> <p>By purchasing higher quality texts to teach from, children are encouraged to read books that they may not otherwise access at home and extend their vocabulary, providing them with a broader reading experience.</p> <p>Supporting independent reading with interesting and exciting books aims to develop a love of reading, particularly in the scope reading for pleasure and improving reading skills.</p>	<p>1, 2, 4</p>
---	--	----------------

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

Budgeted cost: £ 15860

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Interventions run by an experienced class teacher</i></p> <p><i>By providing class cover to release the class teacher to run interventions.</i></p>	<p>Evidence from the EEF suggests that by allowing children access to intensive, targeted academic support, teachers are able to provide teaching that is closely matched to pupil understanding.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Using the knowledge of a teacher who has experience of teaching across the key stages, children will receive quality interventions.</p>	<p>1, 2, 3, 4</p>
<p><i>Catch-up Intervention teachers from outside agencies.</i></p>	<p>Similarly, accessing interventions that are provided by outside agencies means that small groups of children can be targeted in line with their own misconceptions and learning by a teacher experienced in that specific area, supporting the learning of key skills.</p>	<p>1, 2, 3, 4</p>
<p><i>Times Tables Rockstars (TTR)</i></p>	<p>By investing in TTR, children are improving their multiplication knowledge in preparation for the Year 4 Multiplication Check.</p>	<p>3</p>

<p><i>The purchase of Phonics aligned Reading Books to support Early Reading skills.</i></p>	<p>Phonics has been shown to be the most effective way to teach children to read. The disadvantaged pupils will potentially have had less access and exposure to supportive texts at home; therefore by purchasing books which support early reading, we are allowing further opportunities to improve phonics understanding and reading skills.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 4</p>
<p><i>Support and Resources from the English HUB, initially for Phonics.</i></p>	<p>We are accessing support from the Burley Woodhead English Hub to enhance the phonics provision in school, with particular focus on the disadvantaged learners and the more reluctant readers.</p>	

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

Budgeted cost: £ 16975

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Ensure the PP children have access to a full range of curriculum activities</i></p>	<p>As children from disadvantaged backgrounds are more likely to suffer from financial hardship, we will endeavour to offer subsidised or free places to school trips, paid clubs and school residential.</p> <p>We can also provide children with the correct uniform and sports kits so that they can fully participate in and have access to the same experiences as their peers.</p>	<p>5</p>
<p><i>Ensure that children have know who to ask for support for emotional well-being.</i></p> <p><i>Access to the Mental Health Champion</i></p>	<p>Following the pandemic and supported by evidence from the EEF, disadvantaged children have weaker social and emotional skills – skills which have a direct link with lower academic attainment.</p> <p>It is therefore important that we provide children with the space to engage with interventions to develop their skills in this area.</p> <p>The school Mental Health Champion is a contact point for both children and their parents, providing support in effective</p>	<p>5</p>

<p><i>Ensure that disadvantaged families are well supported in their access to support services.</i></p>	<p>emotional support and has been accessed by many parents.</p> <p>She provides a check in point for children should they need it, alongside their class teacher.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	
<p><i>PE/Club provision on a lunchtime.</i></p> <ul style="list-style-type: none"> - Dance - Singing - Lego - Football <p><i>Skills based clubs such as Baking, Sewing and Gardening will be offered over the academic year.</i></p> <p><i>The clubs are open to both Key Stages.</i></p>	<p>Physical activity is something which disadvantaged children may be less likely to be able to benefit from due to associated financial costs (EEF).</p> <p>In providing provision on a lunchtime and after school without cost to the families, we are enabling access to opportunities that disadvantaged children may otherwise have missed out on.</p> <p>Following pupil questionnaires, it became apparent that providing a variety of extra-curricular “fun” clubs during the school day also allow children an outlet for their creative side, allowing them to develop their self-confidence and belief which can also have a positive effect on their academic achievements.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	5
<p><i>Homework Support Club.</i></p> <p><i>This will be run after school hours by two class teachers and a TA, but will include all year groups from 1-6.</i></p>	<p>Problems that disadvantaged children may have in engaging with homework include; reduced access to a suitable learning space, device or stable internet connection and less parental support, which can result in a widening attainment gap for these children. This became apparent following the recent school closures, which highlighted that disadvantaged children were less likely to access the online learning, despite the provision of the appropriate technology support from school.</p> <p>By providing a Homework Club we can improve engagement, support the children effectively and provide the proper resources, and also offer them access to technology that they may otherwise not have at home.</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 5

<p><i>Holiday Club</i></p> <p><i>In the first instance this will be run over the Christmas Holiday with the view to being continued in other school holidays.</i></p>	<p>Previous holiday clubs (prior to the pandemic) offered for our disadvantaged pupils proved to be popular, were well attended and enjoyed by the children. They had access to both academic learning opportunities alongside more creative activities. They had a positive impact on the children’s motivation and the more targeted interventions and support allowed for improved academic outcomes.</p> <p>Evidence from the EEF suggests that by identifying potential barriers early on will ensure that attendance remains high and that drop-out levels remain low.</p>	<p>1, 2, 3, 4, 5</p>
---	--	----------------------

Total budgeted cost: £ 46,480

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Disadvantaged children meeting ARE at the End of KS1 2020-21

Reading: 20% (1/5 children achieved ARE)

Writing: 40% (2/5 children achieved ARE)

Maths: 20% (1/5 children achieved ARE)

Disadvantaged children meeting ARE at the End of KS2 2020-21

Reading: 33.3% (2 children achieved ARE, 1 of these was Greater depth)

Writing: 16.6% (1/6 children achieved ARE-Greater depth)

Maths: 33.3% (2 children achieved ARE)

Disadvantaged children achieving national average in PSC (Year 1 but taken in Year2) 2020

80% of PP children taking the phonics screening check passed (4/5 children).

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.