

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 | 346 |
| Proportion (%) of pupil premium eligible pupils | 10.98% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2022/23, 2023/24 & 2024/25 |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | November 2023 |
| Statement authorised by | |
| Pupil premium lead | Joanna Archdale Joanne Shepherd |
| Governor / Trustee lead | C. Pope |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £48,822 |
| Recovery premium funding allocation this academic year | £2,284 |
| 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 | £51,106 |

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium additional funding is aimed at addressing the inequalities which exist between children from disadvantaged backgrounds and their peers. 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 a complex home life and less support at home, weakened language and communication skills and low self-esteem meaning the children lack confidence in their abilities which can prevent them from flourishing and achieving their potential. Overcoming identified barriers to learning and the provision of high quality first teaching is central to our approach, with teaching and learning opportunities meeting the needs of all pupils. We ensure teaching staff know the children well and are involved in the analysis of data to enable an early identification of the barriers to learning. Ashlands Primary School provides quality first teaching and targeted academic support for pupils who are not making the expected progress, as well as addressing non-academic barriers to attainment such as behaviour and well-being. We 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. We provide appropriate interventions to focus on specific areas, rather than on assumptions made about the impact of disadvantage; interventions which are responsive to a child's individual need. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups, or individuals and budgeted accordingly. 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

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

- The provision of small group work with an experienced teacher/TA focussed on overcoming gaps in learning
- Additional teaching and learning opportunities will be 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.
- Funding will pay towards activities, educational visits and residentials, ensuring children have first-hand experiences to use within their classroom learning.
- Funding will support the running costs of specialist learning software.
- Extra curriculum provisions will be provided with additional clubs and groups running; which will be offered free of charge.
- Funding will allow the children to learn a musical instrument.
- Funding will support behaviour strategies and nurture support during some lunchtimes by enabling the provision of 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 speech and language skills, difficulty with phonics and a lack of exposure to a wide range of vocabulary which has led to gaps in reading development.</i> |
| 2 | <i>Disadvantaged pupils generally have greater difficulties with maths than their peers which negatively impacts their development in mathematical concepts and understanding.</i> |
| 3 | <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> |
| 4 | <i>There are indications that the social and emotional well-being of many of our disadvantaged pupils is impacted to a greater extent than other pupils and there are weaknesses in learning behaviours. Children physically and emotionally lack self-belief, determination, resilience and readiness to learn and can lack the self-motivation and confidence to improve resulting in 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 |
|---|--|
| <p>Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths.</p> <p>The gap is narrowed in the progress and attainment of PP and non-PP children.</p> | <ul style="list-style-type: none"> • Achieve in line with national average progress scores in KS2 Reading/ Writing/ Maths. • All pupils are exposed to a broad and enriching vocabulary throughout all areas of the curriculum. • Targeted pupils receive additional, high quality speech, language and communication intervention. |

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| | <ul style="list-style-type: none"> • Consistent implementation of excellent practice and high expectations across the school for writing. • Consistent implementation of excellent practice and high expectations across the school for reading. |
| <p>To achieve and sustain improved wellbeing for all pupils in our school</p> | <p>Sustained levels of wellbeing will be demonstrated by:</p> <ul style="list-style-type: none"> • Pupil voice data; questionnaires and school council and class representatives. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| <p>All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</p> <p>Pupils love learning and have access to an engaging, broad and varied curriculum</p> | <p>The curriculum will provide pupils with an exciting, varied curriculum.</p> <ul style="list-style-type: none"> • Teachers and support staff will plan a wide range of visits, hook events and experiences to inspire and enhance learning and make it memorable. • Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day. |

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: £ 14,977

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><i>The implementation of quality Learning support led interventions.</i></p> <p><i>Support staff will receive CPD in planned and recommended interventions.</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>1, 2, 3, 4</p> |
| <p><i>The enhancement of Quality First teaching and classroom support strategies alongside a link specialist teacher from the Bradford SCIL team</i></p> <p><i>Staff are released to plan and develop their curriculum areas and to provide CPD and support for other staff.</i></p> <p><i>Support staff are invited to staff meetings and appropriate training.</i></p> | <p>High quality staff CPD is essential to implement and follow EEF principles, which is followed up in staff meetings.</p> | <p>1, 2, 3, 4</p> |
| <p><i>The purchasing of Standardised assessments for all learners.</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</p> | <p>1, 2, 3,</p> |

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| | <p>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> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p> | |
| <p><i>The purchasing of high quality texts for vocabulary development, improved comprehension skills and spoken language improvement and to develop a love of reading</i></p> <p><i>The introduction of a validated Phonics Programme.</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>Purchasing higher quality texts to both teach from and to allow children to access in the classroom, we encourage children to read new books, extend their vocabulary and provides 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 of reading for pleasure and improving reading comprehension skills.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> | 1, 3, |
| <p><i>Role of the Pupil Premium Lead and the Assessment coordinator meeting termly with teaching staff for data analysis and to determine next steps.</i></p> | <p>Evidence from the EEF – The guide to Pupil Premium: A tiered approach to spending.</p> <p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p> <p>Allowing for termly meetings, coordinators and teaching staff can plan better the next steps of those disadvantaged learners.</p> | 1, 2, 3 |
| <p><i>The continued collaboration with Place 2Be and their services</i></p> | <p>Evidence from the EEF suggests that lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> | 4 |

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| | The collaboration with a Place 2Be therapist and Family Practitioner allows children to have a space to talk, and provides support for their families. | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 17,570

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><i>Quality interventions run by trained learning support staff</i></p> <p><i>The provision of training by a specialist teacher for all staff.</i></p> | <p>Evidence from the EEF suggests that by allowing children access to intensive, targeted academic support, staff 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 specialist teacher who has experience of teaching across the key stages and with a range of needs, staff will develop quality interventions to ensure children receive quality interventions.</p> | 1, 2, 3, 4 |
| <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> | 1, 2, 3, |
| <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> | 2 |
| <p><i>The purchase of a new phonics scheme and the increasing our phonics reading library 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> | 1, 3, |

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| | Phonics EEF (educationendowmentfoundation.org.uk) | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 18,559

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>Ensure children have access to a full range of curriculum activities</i> | <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> | 1, 2, 3, 4 |
| <p><i>Provide children with the skills to be “ready to learn”; building resilience and determination.</i></p> <p><i>Ensure that children have access to and know who to ask for support for emotional well-being.</i></p> <p><i>Access to a well informed and trained Mental Health Champion</i></p> <p><i>Ensure that disadvantaged families are well supported in their access to support services.</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>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</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>Alongside Place 2Be, the school Mental Health Champion is a contact point for both children and their parents, providing support in effective emotional support.</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> | 1, 2, 3, 4 |

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| <p><i>PE/Club provision on a lunchtime.</i></p> <ul style="list-style-type: none"> - <i>Dance</i> - <i>Singing</i> - <i>Lego</i> - <i>Football</i> <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> | 4 |
| <p><i>The provision of Homework Support Clubs.</i></p> <p><i>Class teachers will run homework clubs for their class/year group at a time to suit them and encourage children to attend.</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.</p> <p>Disadvantaged children are also less likely to access the online learning, despite the provision of the appropriate technology support from school.</p> <p>By providing Homework Clubs 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 |
| | | |

Total budgeted cost: £ 51,106 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 2021 to 2022 academic year.

Gaps in learning were identified after National Lockdown and were prioritised in order to support pupil's making progress from their starting points. Long term plans were adapted in order to fill gaps in learning, as well as build on prior learning.

Most Pupil Premium children made at least expected progress from their individual starting points as a result of a carefully planned curriculum and extra interventions.

Disadvantaged children meeting ARE at the End of KS1 2021-22

Reading: 75% (3/4 children achieved ARE)

Writing: 20% (0/4 children achieved ARE)

Maths: 25% (1/4 children achieved ARE)

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

Reading: 50% (3/6 children achieved ARE)

Writing: 50% (3/6 children achieved ARE)

Maths: 67% (4/6 children achieved ARE)

Disadvantaged children achieving national average in Phonics Screening Check

100% of PP children taking the phonics screening check passed (1/1 children).

We have successfully implemented interventions in Phonics, Maths and English and seek to continue these.

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.