



Ashby Hill Top Primary School
Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Ashby Hill Top Primary School
Pupils in school	311
Proportion of disadvantaged pupils	11%
Pupil premium allocation this academic year	£47660
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	June 2021
Statement authorised by	Mrs S Newman
Pupil premium lead	Miss N Middleton
Governor lead	Mrs M Foxon

Due to the Covid-19 pandemic, there were no statutory national assessments at the end of academic year 2019-2020. The results below are for the previous year.

Disadvantaged pupil progress scores for 2018-19

Measure	Score
Reading	+1.90
Writing	+3
Maths	-2.76

Disadvantaged pupil performance overview for 2018-19

Measure	Score
Meeting expected standard at KS2	50%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To embed mastery teaching in maths and provide in-class support and LSA intervention to enable disadvantaged pupils to succeed

Priority 2	Support pupils with SEMH challenges and/or low levels of well-being to help to increase readiness to learn and engagement.
Priority 3	To implement the National Tutoring Programme to support pupils in overcoming learning missed due to Covid-19
Barriers to learning these priorities address	Missed learning and education gaps during Covid-19. SEMH difficulties and low well-being affecting children's ability to attend school and engage fully in lessons.
Projected spending	£34000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Ensure outcomes are at least in line with national disadvantaged for reading and progress continues to be strong.	September 2021
Progress in Writing	Ensure outcomes are at least in line with national disadvantaged for writing and progress continues to be strong.	September 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Maths	September 2021
Phonics	Ensure outcomes are at least in line with national disadvantaged	September 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	To implement the National Tutoring Programme to support pupils in overcoming learning missed due to Covid-19
Priority 2	Provide HLTA support in classroom maths and English lessons for all pupil premium pupils.
Priority 3	To embed mastery teaching in maths and provide in-class support and LSA intervention to enable disadvantaged pupils to succeed
Barriers to learning these priorities address	Missed learning and education gaps during Covid-19 Attainment gap between disadvantaged and non-disadvantaged pupils. Lower levels of home support and aspiration for pupils.
Projected spending	£22000

Wider strategies for current academic year

Measure	Activity
Priority 1	Support pupils with SEMH challenges and/or low levels of well-being to help to increase readiness to learn and engagement.
Barriers to learning these priorities address	SEMH difficulties and low well-being affecting children's ability to attend school and engage fully in lessons.
Projected spending	£25666

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring classroom LSAs are equipped to pre-teach or provide intervention where necessary during a unit of work.	Teaching staff to provide quick identification of extra need. Time identified in the timetable to pre-teach or provide extra support.
Targeted support	Ensuring all children receive their time allocation for Lexia with a trained adult. Engaging with the National Tutoring Programme	HLTA to monitor individual's time requirements. Regular meetings/ training for LSAs with HLTA. Identifying pupils with highest need and implementing tuition alongside an accredited Tuition Partner.
Wider strategies	Ensuring pupils with SEMH challenges are engaged and ready to learn	Daily access to lunchtime Blue Room. Weekly social communication groups/ nurture group. Access to ELSA emotional support and/or Bio-feedback.

Review: last year's aims and outcomes

Aim		Outcome
Progress in Reading	Ensure outcomes are at least in line with national disadvantaged for reading and progress continues to be strong.	No national data to enable comparison
Progress in Writing	Ensure outcomes are at least in line with national disadvantaged for writing and progress continues to be strong	No national data to enable comparison
Progress in Mathematics	Achieve national average progress scores in KS2 Maths	No national data to enable comparison

Phonics	Ensure outcomes are at least in line with national disadvantaged	This target will be reviewed after the phonics check in the Autumn term 2020
Other	Ensure disadvantaged pupils have increased physical activity and a wider experience of sporting activities.	Higher uptake of attendance at sporting clubs with the addition of New Age Kurling. 83% of disadvantaged Y6 children attended a sporting club and 66% of them represented school at a sporting event. Clubs attended included Dodgeball, hockey, basketball, football and cross country.
Other	During the Covid-19 related lockdown our Pupil Premium pupils were well supported. Online learning was set weekly by class teachers and technology equipment was loaned where required. Staff communicated with pupils via a class Seesaw App and families received regular welfare phone calls home. A proportion of our Pupil Premium pupils attended school throughout the lockdown period, as did our most vulnerable pupils. Daily packed lunches were available for FSM pupils and a number of food parcels were delivered to families.	