

Pupil Premium Strategy Statement 2021-2024



Ashby Hill Top Primary School



This statement details our school's use of pupil 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
Number of pupils in school	315
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 2022-2023 2023-2024
Date this statement was published	July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sylvie Newman
Pupil Premium Lead	Nicola Middleton
Governor Lead	Jayne Waterhouse

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50350
Recovery premium funding allocation this academic year	£5365
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£55715

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.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, less well developed language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring 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
- When 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 means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision made for this group include and would not be inclusive of:

- Ensuring all teaching is good or better to guarantee that the quality of teaching experienced by all children is excellent
- To allocate additional learning support to provide small group work focussed on overcoming gaps in learning
- Providing 1-1 support
- Additional teaching and learning opportunities provided through trained ELSA or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations

- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support
- Support for equipment and resources to ensure equality of opportunity for all children

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments indicate that our pupil premium children are not making as rapid progress in reading, writing and maths as non-pupil premium children.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are most evident from EYFS through to Year 2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children seem to have meaning knowledge of the world and vocabulary acquisition is limited
5	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic.
6	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.

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
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved attitudes to learning	Reduction of negative behavioural incidents

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: **£19400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure quality first teaching for all pupils by providing CPD to further improve teaching and learning with particular emphasis on current pedagogy</p> <p>CPD for LSAs on new initiatives by Maths and English by leads</p> <p>CPD for whole staff to introduce whole school approach to reading/writing</p> <p>Additional Teaching Assistant support in EYFS to increase ratios and support with the acquisition of early language and phonics</p> <p>Fund teacher release time to embed key elements of training in school and to access resources and external CPD</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes.</p> <p>We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>

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

Budgeted cost: **£26740**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish small group interventions for disadvantaged pupils falling behind age-related expectations in R/W/M</p> <p>HLTA x 5 pms to deliver ELSA to help children and young people learn to understand their emotions and respect the feelings of those around them</p> <p>Implement NELI language intervention for increased vocabulary development</p> <p>Continuation of Lexia Reading Core5 programme 3x weekly. 1:1 tuition to develop language skills and recognition of spelling patterns to enhance comprehension and inference in reading and organisation and composition in writing. Purchase additional iPads</p> <p>HTLA x 3 pms deployed to provide additional 1:1 intervention and working in small groups. Concepts to be taught and reinforced through fluency and recap tasks</p> <p>HLTA x 2 pms to deliver to work in school 1 day per week, working with individuals and groups. Improving confidence and behaviour and removing barriers to learning.</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p> <p>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>1 2 3 5 6</p>

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

Budgeted cost: **£9575**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Emotional Literacy Support Assistant (ELSA) to support PP children – promoting the emotional literacy of children. Provide additional support at lunchtimes times</p> <p>Improving readiness to learn for the most disadvantaged pupils- include purchasing of resources to support class based learning Forest School sessions to build on characteristics for learning and develop positive wellbeing</p> <p>Subsidising visits – including residential, day visits and clubs enabling all children have access to a range of clubs and cultural activities</p> <p>Music tuition and hire/purchasing of instruments</p> <p>Additional PE kits/Year 6 Hoodies bought to allow to participate fully in sport to raise self-esteem</p> <p>Additional school uniform purchased to ensure PP children don't feel disadvantaged at school compared to their peers</p> <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified</p>	<p>Children who are exposed to a variety of experiences they have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to participate</p> <p>Both targeted interventions and universal approaches can have positive overall effects</p>	<p>5 6</p>
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Total budgeted cost: £55715

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.

Actions	Impact
<p>Ensure quality first teaching for all pupils by providing CPD to further improve teaching and learning with particular emphasis on current pedagogy</p> <p>Fund teacher release time to embed key elements of training in school and to access resources and external CPD</p> <p>CPD for LSAs on new initiatives by Maths and English by leads</p> <p>CPD for whole staff to introduce whole school approach to reading/writing</p>	<p>Teaching continues to improve</p> <p>Staff are well training and best placed to support children- CPD needs identified in line with SDP making sure that teaching and learning is high quality for all pupils</p>
<p>Additional Teaching Assistant support in EYFS to increase ratios and support with the acquisition of early language and phonics</p>	<p>Children received additional 1:1 or small group work due to extra adults GLD 63% progress for PP from their starting points is good</p>
<p>Establish small group interventions for disadvantaged pupils falling behind age-related expectations</p>	<p>Children received 1:1 or small group work working on specific targets identified by the class teacher. Learning has been moved on with most children making good progress from their starting points. Standards achieved by pupils eligible for PP continues to at least match that of other pupils to narrow the gap.</p>
<p>HLTA x 5 pms to deliver ELSA to help children and young people learn to understand their emotions and respect the feelings of those around them</p>	<p>Individual and personalised fluency and recap tasks enable PP children with additional needs to make at least good progress – Over-learning strategies developing working memory for maths, reading and writing, increasing fluency and reasoning and addressing gaps in learning.</p>
<p>Implement NELI language intervention for increased vocabulary development</p>	<p>Communication and language scores end of EYFS 2022: Listening, attention, understanding: 89% Speaking: 87%</p>
<p>Continuation of Lexia Reading Core5 programme 3x weekly. 1:1 tuition to develop language skills and recognition of spelling patterns to</p>	<p>Lexia has continued throughout the year tracking children's progress and individual targets. The program is accessible at home.</p>

enhance comprehension and inference in reading and organisation and composition in writing.	Learning has been moved on with most children making good progress from their starting points. Standards achieved by pupils eligible for PP continues to at least match that of other pupils to narrow the gap.
HTLA x 3 pms deployed to provide additional 1:1 intervention and working in small groups. Concepts to be taught and reinforced through fluency and recap tasks	Children received 1:1 or small group work working on specific targets identified by the class teacher. Learning has been moved on with most children making good progress from their starting points. Standards achieved by pupils eligible for PP continues to at least match that of other pupils to narrow the gap.
HLTA x 2 pms to deliver to work in school 1 day per week, working with individuals and groups. Improving confidence and behaviour and removing barriers to learning.	Individual reports written after every session and monitored half-termly. Staff and parent/carer discussions.
Emotional Literacy Support Assistant (ELSA) to support PP children – promoting the emotional literacy of children. Provide additional support at lunchtimes times	Improved emotional literacy – children able to deal with conflict, more resilient. Children becoming more self-confident.
Improving readiness to learn for the most disadvantaged pupils- include purchasing of resources to support class based learning Forest School sessions to build on characteristics for learning and develop positive wellbeing	Children becoming more resilient when facing challenges. Boosting self-esteem, encouraging team work and problem solving strategies – promoting independence. Good progress in class based learning.
Subsidising visits – including residential, day visits and clubs enabling all children have access to a range of clubs and cultural activities	We have increased the number of trips/visits this year. Cost is not a barrier for families. However, this has still been impacted by the pandemic somewhat.
Music tuition and hire/purchasing of instruments	Improvement in self-confidence, patience and perseverance - developing characteristics essential for lifelong learning.
Additional PE kits bought to allow to participate fully in sport to raise self-esteem.	Development of perseverance, resilience, self-confidence and have the opportunity to attend a wide range of sporting events.
Additional school uniform purchased to ensure PP children don't feel disadvantaged at school.	Children feel a sense of belonging and pride – raising their self-esteem and confidence. In turn this filters through to their academic work allowing them to make good progress.