

Pupil Premium Strategy Statement 2024-2027



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	310
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published	July 2024
Date on which it will be reviewed	July 2025
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	£54,300
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£54,300

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, low well-being, 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. A significant amount have a caring role at home.
5	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.

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

	Reduced anxiety and higher levels of well-being resulting in pupils being ready to learn
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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: **£16500**

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 writing/spelling</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>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: **£26200**

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. LSA led 1x afternoon a week per class.</p> <p>Fully embed ELKAN early language intervention for increased vocabulary development in the Early Years</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</p>	<p>1</p> <p>2</p> <p>3</p> <p>5</p> <p>6</p>

<p>Continuation of Lexia Reading Core5 programme 2x weekly (until March 2025). 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.</p> <p>From April 2025, HTLA 7hr x week deployed to provide additional fluency reads in small groups. Concepts to be taught and reinforced through fluency and recap tasks. Improving confidence.</p> <p>Provide Y4-6 pupils with 10 week block of 1:1 tutoring at Elite Tutoring in Maths and/or English</p>	<p>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>Ofsted research "Best start in life" identifies the significant influence that early language skills have on children's achievement at school and later outcomes.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£11500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Emotional Literacy Support Assistant (ELSA) to support PP children – promoting the emotional literacy of children.</p> <p>Improving readiness to learn for the most disadvantaged pupils- include purchasing of resources to support class based learning</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>Additional PE kits/Year 6 Hoodies bought to allow to participate fully in sport to raise self-esteem</p>	<p>Children who are exposed to a variety of experiences 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>Children with regulated emotions are more able to access learning and have healthier social relationships.</p>	<p>5 6</p>

<p>Additional school uniform purchased to ensure PP children don't feel disadvantaged at school compared to their peers</p> <p>Explore well-being tools to provide further support for PP pupils. Provide signposts to families about additional support.</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>Families are well informed about outside agencies that can offer support.</p>	
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Total budgeted cost: £56,240

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 2023 to 2024 academic year.

Actions	Impact
Ensure quality first teaching for all pupils by providing CPD to further improve teaching and learning with particular emphasis on current pedagogy	<p>CPD on pedagogy in staff meetings impacted positively to classroom practise and, therefore, learning. Staff have made adaptations to both the learning environment and practise.</p> <p>All teaching staff provided with release time linked to curriculum coordinator role. Research and pedagogy shared with staff to improve school wide practise.</p>
CPD for LSAs on new initiatives by Maths and English by leads	<p>Whole staff Phonics training has led to improved interventions throughout the school as well as more expert coaching whilst supporting pupils within the classrooms. LSAs running phonics groups.</p> <p>Whole staff training on reading lessons in staff meetings and INSET had led to weekly fluency, extended and closed reading across the school.</p>
CPD for whole staff to introduce whole school approach to reading/writing	<p>Whole staff Phonics training has led to improved interventions throughout the school as well as more expert coaching whilst supporting pupils within the classrooms.</p> <p>Whole staff training on reading lessons in staff meetings and INSET had led to weekly fluency, extended and closed reading across the school.</p>
Establish small group interventions for disadvantaged pupils falling behind age-related expectations in R/W/M. LSA led 1x afternoon a week per class.	Each class teacher implemented 1:1 or small group interventions for pupils in their class. Progress monitored and reported to SLT termly. Impact shows marked improvement in basic skills. Once weekly sessions.
Implement ELKAN early language intervention for increased vocabulary development in the Early Years	Assessments and programme implemented. Fully established within the EYFS curriculum.
Continuation of Lexia Reading Core5 programme 2x weekly. 1:1 tuition to develop language skills and	Lexia has continued to raise standards in reading. 58% of PP pupils were working at their age-related expectations on the

recognition of spelling patterns to enhance comprehension and inference in reading and organisation and composition in writing.	programme at the end of the year compared to 22% at the beginning of the year.
HTLA 7hr x week deployed to provide additional 1:1 intervention and working in small groups. Concepts to be taught and reinforced through fluency and recap tasks. Improving confidence.	Some inconsistency in provision due to staffing issues but particular success in upper KS2 with diminishing the difference. Disadvantaged pupils were the focus of our school based tutoring groups delivered in school. Weekly sessions of Maths/English with a trained member of staff had a positive impact upon end of year results, with a higher percentage of children attaining ARE.
Provide Y4-6 pupils with 10 week block of 1:1 tutoring at Elite Tutoring in Maths and/or English	4 Y6 pupils and 3 Y5 pupils received a block of 10 sessions of 1:1 tutoring from Elite tutoring.
Emotional Literacy Support Assistant (ELSA) to support PP children – promoting the emotional literacy of children.	All PP pupils identified as needing emotional support received the ELSA programme. This was 30% of PP pupils last year. The ELSA programme was delivered to 25 children in school last year, supporting the in developing strategies to deal with big emotions that acted as a barrier to learning and friendships.
Improving readiness to learn for the most disadvantaged pupils- include purchasing of resources to support class based learning	Resources to support class-based learning were purchased where necessary. Items such as Y6 revision guides were very beneficial.
Forest School sessions to build on characteristics for learning and develop positive wellbeing	Forest School sessions ran through the Spring and Summer Terms providing an alternative way to engage with learning. Most children engaged well with these, showing learning skills such as perseverance, problem solving and teamwork.
Subsidising visits – including residential, day visits and clubs enabling all children have access to a range of clubs and cultural activities	50% payment of trips and visits has been offered to all families in receipt of pupil premium funding. Separate individual arrangements have been made where necessary. All children in receipt of funding have been able to access trips and visits, including non-curricular such as Young Voices. Clubs attendance has been monitored and pupil premium pupils have been targeted for places. New Age Kurling Tournament and training was directly organised for vulnerable pupils.
Additional PE kits/Year 6 Hoodies bought to allow to participate fully in sport to raise self-esteem	PE kits and hoodies purchased for a number of pupils and engagement in PE lessons for these children has been high.
Additional school uniform purchased to ensure PP children don't feel disadvantaged at school compared to their peers	School uniform purchased for a number of families. Children's self-esteem raised.

<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>	
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