

Pupil premium strategy statement: Ashwell Primary School

1. Summary information					
School	Ashwell Primary School				
Academic Year	2020-21	Total PP budget	£30233.90	Date of most recent PP Review	Sept 2020
Total number of pupils	223	Number of pupils eligible for PP	27	Date for next internal review of this strategy	July 2021

2. Current attainment				
July 2020 End of KS2 Data (school year 2019-20)		Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)
% achieving in ARE reading, writing and maths in Y6		all 3 (R,W,M) pupils National %, Herts TBC		all 3 (R,W,M) pupils National, Herts. %
Attainment/ progress – WHOLE SCHOOL (Y1-6)		% ARE and above	% making at least good progress	% ARE and above % making at least good progress
% making ARE/ good progress in reading		Due to COVID-19 pandemic and closure of schools in March 2020, no summative data available for July 2020.		
% making ARE/ good progress in writing				
% making ARE/ good progress in maths				

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Low levels of literacy and numeracy.	
B.	PP status coupled with other needs, including SEND, CP, poor attendance, lateness, attachment.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Wider family difficulties impacting attendance, aspirations for their children and resilience themselves.	
D.	Narrow experience of life outside school.	
E.	Pandemic COVID-19 leading to school closures March-July 2020. Poor engagement in home learning leading to wider academic gaps for pupils.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased confidence levels in English and Maths. Accelerated progress in English and Maths. <i>Measured by pupil voice and AM7 data.</i>	Pupils make accelerated progress to close gap between PP and non-PP pupils, individually and collectively.

B.	Pupil's multi vulnerability needs are met. <i>Measured through INCo monitoring</i>	Provision in school meets the individual and often complex needs of each pupil.
C.	Parents and carers receive support for wider issues such as finance, relationships, housing, mental health. <i>Measured by attendance figures, engagement with FSW and feedback from parents and FSW.</i>	Parents engage with Family Support Worker. Some of parents' difficulties are resolved.
D.	Pupils have access to wider life experiences, such as clubs and trips. <i>Measured by uptake of clubs and trips. Pupil voice.</i>	Increase in number of PP pupils who attend extra-curricular clubs. PP pupils attend school trips.
E.	Pupils make accelerated progress in their learning Attainment is 'back on track'.	Gaps in learning are identified. Quality wave 1 teaching and targeted support fill gaps in missed learning. Pupils make accelerated progress from September 2020.

5. Planned expenditure

Academic year

2020-21

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Quality Wave 1 teaching meets the needs of all the learners in their class, The most vulnerable pupils will make accelerated progress, reducing the gap between PPG and non-PPG. (A, B, D, E)	See SIP MP2 for more details. Through Inset, Staff Meetings and external training, high quality CPD is delivered providing current ideas of good practice (EEF). School focus on behaviour for learning. Staff training on attachment/ ACEs. Involvement of subject leaders to increase priority of meeting PPG pupil's needs in their subject areas. (See SIP MP1).	High quality, Wave 1 teaching is the most effective way of targeting the needs of all pupils (EEF). Curriculum should meet needs of all learners, as outlined in curriculum intent statement.	Evaluation of staff training plan. Lesson observations. Pupil Progress Meetings.	SLT	Termly/ Yearly
<ul style="list-style-type: none"> Staff development Learning resources Supply cover & training 			Total budgeted cost		£ 4300

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils make accelerated progress in English and maths. Improved confidence and attitude to learning. (A, B, E)	Funding for small group teaching in addition to classroom provision to promote learning.	Smaller groups allow greater personal learning support and attention. Targeted attention helps boost confidence and motivation. Resources specifically meet the needs of individual learners.	INCo will monitor through observations, provision map and pupil voice.	INCo	Termly
Pupils with social, emotional and mental health difficulties are supported. (A, B, C, E)	School has a trained Mental Health Champion, who works with individuals and small groups. Dedicated time of two ½ days per week given to MHC for work with pupils. Ongoing training for MHC and other relevant staff members. Therapy Dog.	Social, emotional and mental health difficulties are one of the main barriers we identify in our pupil premium pupils making good progress. Allocated nurture time will help support these difficulties so pupils are more able to engage in their learning.	INCo to monitor half termly through assessments, intervention overviews and TAF meetings.	INCo	Termly
School engages with range of professionals and external agencies to support the multiple vulnerabilities of pupils. (B, C)	Close relationship with NHPSS, FSW, Families First, advisory teachers and Children's services.	Multi vulnerabilities of PPG pupils identified as a significant barrier to learning. Engaging agencies and professionals ensures school puts in place highly specialised, effective provision.	INCo and HT to meet regularly to review multi agency provision and impact.	INCo / HT	Fortnightly
<ul style="list-style-type: none"> • Counselling (HCT) • TA support hours • FSW • INCO Support • Mental Health Champion 			Total budgeted cost		£ 25,134

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Families receive support for wide range of difficulties. (B, C)	Contribute towards cost of area Family Support Worker.	Some pupils are affected by issues in the immediate family. We have found these to particularly be around finances, past experiences, and health.	Family Support Worker will manage own case load, under supervision of manager, SENCo at KTS.	INCo	Half termly review with FSW.
Pupils' progress is closely monitored, so that early intervention and support can be put in place before gaps widen. (A, B, E)	Dedicated INCo time to monitor, review and implement support for PP pupils as needed. This includes: <ul style="list-style-type: none"> • Leading EHMs • Monitoring interventions • 1-1 coaching with selected pupils • Attending development training/ updates as needed. • Participation in Baldock PP focus group 	Vulnerable pupils' needs are often complex. One dedicated member of staff can ensure the varying complex needs are joined up to ensure better outcomes for vulnerable pupils.	Performance Management cycle. Pupil Progress Meetings.	SLT	Yearly Performance Management Cycle.
Pupils have access to wider range of experiences. (D)	Contribution to school trips Fund extra-curricular activities such as sports clubs or music provision.	Pupils have wider experiences and develop interests, which inspire and engage. Gains in confidence e.g. completing or experiencing a new activity. Pupils may raise aspirations through developing a new skill/knowledge. Social interaction with peers. Health is improved by physical activity	Monitor uptake of opportunities.	SBM / INCo	Termly.
<ul style="list-style-type: none"> • INCO Support • FSW • Trips, Holiday Clubs, wraparound care (HCT) • Music support 			Total budgeted cost		£ 14,500

Please note: - Total PP is expected to be £30233.90 and total budgeted costs adds up £43,934, this is due to some actions meeting the criteria of 2 or more Barriers.

6. Review of expenditure

Previous Academic Year UNTIL MARCH 2020		2019-20	
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Accelerated progress in reading, writing and maths. Improved confidence and attitude to learning.	<p>Funding for small group teaching in addition to classroom provision to promote learning. Additional learning resources in class.</p> <p>EYFS & Y1 focus with increase in cohort need</p>	<p>New interventions were embedded this year including pre-teaching in maths, ELF and Lift Off.</p> <p>Early Years writing project had the greatest impact on PP learner.</p>	<p>ELF, and Lift Off continue to show accelerated progress for individual pupils, though is in terms of small steps and isn't always seen in AM7 data.</p> <p>Pre-teaching in maths has been particularly successful in improving confidence of vulnerable learners, especially PP+ pupils, as reported in pupil and parent voice. Pre-teaching has reached a wide range of vulnerable pupils.</p> <p>Discussion with EYFS Leader about legacy of this project and how it can be incorporated into future years</p>
Narrow experience of life outside school.	Contribution to school trips. Fund extra-curricular activities such as sports clubs or music provision	Until lockdown, a wide range of activities and trips were supported through PP funding, increasing access to wider experiences and interests.	<p>Participation in residential trips had particularly strong impact on pupil confidence and engagement.</p> <p>Continue to monitor uptake of extra-curricular clubs.</p> <p>Continue to try to engage hard to reach families.</p>

<p>Social, emotional and mental health difficulties</p>	<p>Provision of Mental Health Champion (MHC) with dedicated time for supporting PP eligible children. This tome was increased from January 2020 with revised staffing structure.</p> <p>SEMH provision included Drawing and Talking, Nessie My Time and Brick Club.</p> <p>Dedicated INCO time to include monitoring of progress, emotional support and mentoring where appropriate.</p> <p>Local group of schools continued to attend PPG cluster group to share good practice and hold each other to account regarding spending.</p> <p>Play therapy with a trained counsellor</p> <p>Hector, therapy dog worked with pupils across the school.</p>	<p>Vulnerable pupils mostly engaged very well in provision and reported feeling more confident and listened to. Brick Club was particularly popular and had positive impact.</p> <p>Pupils learnt and developed strategies to support themselves.</p> <p>Vulnerable groups closely monitored.</p> <p>INCo also ran Y6 Mindfulness sessions targeting developmental needs of vulnerable pupils. Feedback was very positive from pupils, parents and staff.</p> <p>Ideas gained about creative ways to spend PP funds to best support pupils.</p> <p>Counselling continued for key vulnerable pupils.</p> <p>Range of vulnerable pupils see Hector weekly.</p>	<p>Increase time MHC has allocated to the role to meet the needs of a greater number of pupils.</p> <p>Target MHC work to early intervention.</p>
<p>Wider family difficulties</p>	<p>Delegate monies with other local schools to contribute towards the cost of employing a local family worker.</p>	<p>FSW highly skilled and knowledgeable to support most vulnerable families. Families have been signposted to help. Support for families adds to security and resilience for pupils. Some family support has been increased to Intensive Family Support where needed</p>	<p>Continue this absolutely vital support for our most vulnerable families.</p>

FROM MARCH 2020 :

COVID-19 pandemic in the Spring Term meant the school closed to the majority of pupils from 23/3/20. During this time, we directed resources and supported our most vulnerable pupils through:

- providing high quality home learning tasks, differentiated when appropriate.
- providing devices where needed,
- teachers and the Headship team keeping in close contact with families through weekly phone calls
- sign posting parents to mental health support

Some of our most vulnerable pupils were welcomed back to school in our key worker bubbles. By the end of the Summer Term, 71% of pupils who qualified for as PPG had returned to school, including all our PPG+ pupils.

7. Additional detail

Our full strategy document can be found online at: www.ashwell.herts.sch.uk

COVID-19 pandemic ongoing from March 2020.

Vulnerable groups a focus of our remote learning strategy to ensure pupils have access to home learning curriculum.