

Ashwell Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Ashwell Primary School
Number of pupils in school - Reception to Year 6	199
Proportion (%) of pupil premium eligible pupils - Reception to Year 6	10.05%
Number of pupils in school - Nursery	23
Proportion (%) of pupil premium eligible pupils - Nursery	13.04%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Simon England - Headteacher
Pupil premium lead	Rebecca Wild - Inclusion Lead / Deputy Headteacher
Governor / Trustee lead	Ni Button - Inclusion Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£31763
Early Years pupil premium funding allocation this financial year	£644
Recovery premium funding allocation this academic year	£3190
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	£35549

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.

The challenges our children may face are varied and there is no “one size fits all”. Common barriers to learning for disadvantaged children, can be less support at home, weak 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. We will respond to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

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.

Our ultimate objectives are:

- To eradicate 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.

How we aim to do this:

High-quality teaching for all is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Using robust diagnostic assessment, we will identify common challenges and individual needs and target our resources to support and overcome them. This may be through high quality small group provision or 1-1 support where needed. These strategic decisions around provision will encompass wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected.

Regular monitoring and review of our strategy will ensure our strategy is responsive to the individual needs and challenges our pupils face, and is timely and proportionate.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low levels of literacy and numeracy.</p> <p><i>School data from July 2021 show that the numbers of PPG pupils who were below ARE+ was: Reading – 11/26, 42.3% Writing – 14/26, 53.8%, Maths – 12/26 46.2%</i></p> <p><i>0/3 PP children passed the phonics screening check in Year 1 according to internal assessments.</i></p> <p><i>Comparison of data pre-covid and July 2021 shows decrease in ARE for PP pupils.</i></p>
2	<p>Pandemic COVID-19 leading to school closures March-July 2020, Jan-March 2021. Poor engagement in home learning leading to wider academic gaps for pupils.</p> <p><i>During COVID, 11/26 pupils did not attend school during lockdown period Jan-March 2021. Observations of their engagement of home learning was very mixed, with particular impact on writing.</i></p>
3	<p>Pupils joining our school in Nursery have very low levels of speech, language and communication development. <i>September 2021, 3/3 PPG pupils are not ARE on AOE.</i></p>
4	<p>PP status coupled with other needs, including SEND, CP, poor attendance, lateness, attachment.</p> <p><i>12/23 52.2% PP pupils have been identified as having multi vulnerabilities.</i></p>
5	<p>Wider family difficulties impacting attendance, aspirations for their children and resilience themselves.</p> <p><i>8/23 34.8% pupils have been identified as accessing additional family support</i></p>
6	<p>Narrow experience of life outside school.</p> <p><i>Observations and pupil and parent voice have identified a number of PP pupil have narrow experiences outside of school.</i></p>

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
1. Accelerated progress in English and Maths. Increased confidence levels in English and Maths.	Gaps in learning are identified. Quality wave 1 teaching and targeted support fill gaps in learning. Pupils make accelerated progress to close gap between PP and non-PP pupils, individually and collectively. Increase in pupils who pass the phonics check?
2. Gaps in learning as a result of COVID-19 are filled and pupils are back to pre-COVID attainment levels or better.	Pupils most affected by Covid missed learning fill gaps in missed learning and make accelerated progress. Pupil's attainment levels return to pre-lockdown levels.
3. Pupils in EYFS make accelerated progress in communication and language area of development.	High quality curriculum and environment supports accelerated progress. Targeted interventions support those identified as having the highest need.
4. Pupil's multi vulnerability needs are met.	Provision in school meets the individual and often complex needs of each pupil.
5. Parents and carers receive support for wider issues such as finance, relationships, housing, mental health.	Parents engage with Family Support Worker. Some of parents' difficulties are resolved.
6. Pupils have access to wider life experiences, such as clubs and trips.	Increase in number of PP pupils who attend extra-curricular clubs. PP pupils attend school trips.

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: £ 13500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD to improve quality wave 1 teaching <ul style="list-style-type: none"> - Maths, English and EY TLA support - SLT staff deliver staff training - Involvement of subject leaders to increase priority of meeting PPG pupil's needs in their subject areas. 	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.	1,2,4
Review of phonics teaching in EY, KS1 and beyond. Refinement of new phonics strategy and teaching sequence ensures consistency.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1
EYFS communication training for staff.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 2, 3

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

Budgeted cost: £ 10500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Pro-gramme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,4</p>
<p>'Recovery' targeted support in KS2 Funding for small group teaching in addition to classroom provision to promote learning.</p>	<p>Smaller groups allow greater personal learning support and attention. Targeted attention helps boost confidence and motivation. Resources specifically meet the needs of individual learners. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1,2,5</p>

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

Budgeted cost: £ 11200 + HCT therapy

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engagement of range of professionals and external agencies to support the multiple vulnerabilities of pupils and their families.</p> <ul style="list-style-type: none"> - NHPSS, advisory services, Family Support Worker, Children's Services, therapists. 	<p>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.</p> <p>Improving parental engagement is proven to impact children's learning. There are also higher impacts for pupils with low prior attainment:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	4,5
<p>Targeted support for social, emotional and mental health difficulties</p> <ul style="list-style-type: none"> - Dedicated time of two ½ days per week given to MHC for interventions with pupils. - Ongoing training for MHC and other relevant staff members. - Drama therapy <p>Therapy dog</p>	<p>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.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4,5
<p>INCo directed time to drive improvement of outcomes.</p>	<p>The challenges facing our vulnerable pupil's are wide ranging and impact them in many different ways.</p> <p>A dedicated person in the role, whose priority is to monitor, coordinate and lead provision and drive improvement of these outcomes, ensures pupils and family's support is targeted and timely.</p>	1,2,3,4,5,6

Total budgeted cost: £ £35200

Part B: Review of outcomes in the previous academic year 2020-21

Pupil premium strategy outcomes

Pupil Premium – The table below show progress and impact in the academic year 2020-21, (COVID-19 School Closures taken into consideration)

Desired outcomes	Actions from Plan	Progress & Impact to date (March & April May & June)
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.	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.	<ul style="list-style-type: none"> ➤ April INSET day reiterated the importance of the summer terms action plan for our PPG children. ➤ See milestones document. ➤ English and Maths support provided and will focus on PPG children's progress and September readiness. Continued
Pupils make accelerated progress in English and maths. Improved confidence and attitude to learning.	Funding for small group teaching in addition to classroom provision to promote learning.	<ul style="list-style-type: none"> ➤ September – December a large number of children received targeted small group / 1:1 intervention alongside Catch-up funding. ➤ Those children in school continued to receive additional support January – March. ➤ English and Maths support provided and will focus on PPG children's progress and September readiness. ➤ High focus on detailed pupil transition information
Pupils with social, emotional and mental health difficulties are supported.	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.	<ul style="list-style-type: none"> ➤ Ongoing provision available to children who need it both in school and remotely. ➤ Therapy Dog has returned to school and seeing targeted children on weekly basis. Continued
School engages with range of professionals and external agencies to support the multiple vulnerabilities of pupils.	Close relationship with NHPSS, FSW, Families First, advisory teachers and Children's services.	<ul style="list-style-type: none"> ➤ 3 children receive ongoing support from NHPSS service. Good progress was being made until school closures. Continued ➤ Additional agencies have been brought in to provide targeted 1:1 therapy for 2 children. It is

		difficult to measure the impact of this to date. Continued
Families receive support for wide range of difficulties.	Contribute towards cost of area Family Support Worker.	➤ Continued good relationship with FSW who supports a number of our families, this has had particular impact in the attendance rates of some of our children. Continued
Pupils' progress is closely monitored, so that early intervention and support can be put in place before gaps widen.	Dedicated INCo time to monitor, review and implement support for PP pupils as needed. Leading EHMs / Monitoring interventions 1-1 coaching with selected pupils / Attending development training/ updates as needed / Participation in Baldock PP focus group.	➤ INCO has continued to provide staff with exceptional support that has had an positive impact on the provision for children. Continued
Pupils have access to wider range of experiences.	Contribution to school trips Fund extra-curricular activities such as sports clubs or music provision.	<ul style="list-style-type: none"> ➤ Some support was provided in the autumn term to enable children's attendance at extra-curricular clubs. ➤ Extremely limited opportunity for additional experiences through trips etc (COVID-19) ➤ PPG children now being heavily supported to enable them to access enrichment activities: <ul style="list-style-type: none"> ○ Easter holiday club ○ School trips ○ Residential visits (Summer completed) ○ Sports clubs

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
Before and after school clubs. Holiday clubs.	Premier Sport

Service pupil premium funding – none received

Further information

As a school we are in the extremely advantageous position of having access to a trust fund set up to support the children of Ashwell village. Successful funding applications have provided improvements in the school environment, including dedicated intervention rooms and the provision of nature gardens and friendship zones. This year we have sourced a grant for drama therapy for our most vulnerable pupils. The fund enables us to spend above and beyond the PPG grant to support our disadvantaged pupils.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to respond to secure better outcomes for pupils.