

## 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	Ashleigh Primary School
Number of pupils in school	220
Proportion (%) of pupil premium eligible pupils	23.6
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Ian Matthews Headteacher
Pupil premium lead	Jenna Harty Deputy Headteacher
Governor / Trustee lead	Jane Proctor Lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,560
Recovery premium funding allocation this academic year	£6,960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£71520

## Part A: Pupil premium strategy plan

### Statement of intent

At Ashleigh Primary School, we have a proven track record of effectively allocating our Pupil Premium funding to ensure the academic gap is narrowed for the most disadvantaged pupils. Although we understand what works best for our pupils we are also keen to understand and implement the latest research to ensure the impact we achieve is the greatest we can accomplish for our children. Whenever we make decisions about the use of our Pupil Premium funding, we always consider the current context of the school and the subsequent challenges we have faced over the academic year. These conclusions assist us in shaping our strategic thinking. As we emerge from the pandemic, we have been led by the EEF's thinking on pupil premium allocation and have used a number of their conclusions to best support decisions around the usefulness of different strategies and their value for money. Whilst this turbulent period has brought numerous challenges to our children and families, we have concluded that it should act as springboard to build upon rather than a drag factor to dwell upon. We have opted to incorporate many of the positives we know worked well during this unsettled period to dovetail alongside what we already know works well for our pupils historically. We firmly believe this mantra bodes well in our ambition to ensure we strive for equity and excellence for our most disadvantaged pupils. We conclude that common barriers to learning for disadvantaged children can be: less support at home, lower aspirations, passiveness, weak language and communication skills, a lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations or vulnerability that prevent children from flourishing. The challenges are varied and there is no "one size fits all". At Ashleigh Primary School, every child is treated as an individual and no stone is left unturned to ensure our motto of 'Together we Learn, Grow and Succeed' is achieved for all children. We are passionate about ensuring the most disadvantaged are equipped with the skillset and cultural capital they need to succeed and indeed thrive in the modern world.

Our ultimate objectives are:

- To continue to narrow the attainment gap, with a view to eliminating it, 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 are ambitious and meet the needs of all the pupils including all those with SEN
- 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. Current figures detail that 23% (Sept 21) of children are deemed disadvantaged. We believe this is a conservative estimate given the high levels of social deprivation in the area.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- Ensuring all teaching is good or better.
- Reducing class sizes, consequently improving opportunities for effective teaching and accelerating progress
- Small group support before the school day
- Employing teachers and a learning mentor to deliver a targeted program of support
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Resources are to be used to target able pupil premium children to exceed Age Related Expectations
- Additional learning support from skilled S.S.As.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support and well-being support

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<b>2019 Published data:</b>					
<b>End of KS2</b>	<b>5 pupils</b>	<b>Ashleigh Primary School</b>		<b>National</b>	
		<b>PP</b>	<b>NPP</b>	<b>PP</b>	<b>NPP</b>
Reaching expected standard in Reading		57.1%	89.3%	62%	78%
Reaching expected standard in Writing		42.9%	89.3%	68%	83%
Reaching expected standard in Mathematics		57.1%	82.1%	67%	84%
Reaching expected standard in R, W & M		42.9%	89.3%	51%	71%

<b>2022 School's unpublished data:</b>					
<b>End of EYFS (2021-22 framework)</b>	<b>5 pupils</b>	<b>School</b>		<b>National (2019)</b>	
		<b>PP</b>	<b>NPP</b>	<b>PP</b>	<b>NPP</b>
Reaching expected standard in Literacy		60%	72.4%	62%	79%
Reaching expected standard in Communication and language		80%	86.2%	59%	76%
Reaching expected standard in Mathematics		60%	79.3%	66%	82%

<b>2022 School's unpublished data:</b>					
<b>End of KS2 – 9 children</b>		<b>School</b>		<b>LA (2022)</b>	
		<b>PP</b>	<b>NPP</b>	<b>PP</b>	<b>NPP</b>
Reaching expected standard in Reading		77.8%	69.2%	63.9%	78.8%
Reaching expected standard in Writing		66.7%	76.9%	55.2%	72.7%
Reaching expected standard in Mathematics		55.6%	84.6%	56.4%	79.9%

## Challenges

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

	<b>Detail of challenge</b>
1	A significant proportion of our children require mental health / wellbeing support on an ongoing basis
2	Motivation of learners - A significant proportion of our children need a tailored curriculum that is specific and meaningful to them.
3	Low aspiration due to lack of educational/ meaningful social experiences away from school. In short, a lack of cultural capital.
4	Language acquisition is an ongoing challenge, with many children having limited vocabulary upon entry
5	Many pupil premium children do not participate in the wider opportunities that many of their non-disadvantaged counterparts experience. This consequently limits their life experience and cultural capital, impacting their personal development over time.

## 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.

<b>Intended outcome</b>	<b>Success criteria</b>
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
Improved attitudes to learning	A relaunch of our school values and to be able to see them through everything we say and do at Ashleigh.

## 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: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teaching staff to access whole school CPD, mentoring and coaching with a view to establishing more outstanding teaching across the board	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. 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 so have identified a new member of staff who will take on and develop this role with the middle management structure.	2, 3, 4
To ensure all classroom based staff are trained in the teaching of phonics	Given the amount of time children have had away from school, we are committed to ensuring our children in KS1 and the lower juniors catch up in phonics to ensure they can access age related 2,6,8 6 texts and become fluent readers before they leave us.	2, 4
Smaller class sizes in KS1. 4 classes rather than 3.	We believe teaching children in smaller cohorts enables our teachers to pinpoint potential underachievement, moreover, giving them the opportunity to address it immediately. By having a fourth class in KS1 this year (rather than 3), we can give the children in Y1 and Y2 an improved chance of catching up due to the recent national lockdowns.	1, 2, 3, 4

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of an experienced one to one tutor to deliver a targeted programme of keep up and catch in Year 5 and Year 6.	EEF (4+ months additional progress over the academic year) On average, small group tuition is very effective at improving pupil outcomes. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. 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. We will deploy our own team to carry out this area as they know precisely what is needed to move the children on.	2, 4
Provide group tuition for children who have fallen the furthest behind during the pandemic.	EEF (4+ months additional progress over the academic year) On average, small group tuition is very effective at improving pupil outcomes. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. 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. We will deploy our own team to carry out this area as they know precisely what is needed to move the children on.	2, 4
Catch up sessions at lunchtimes for	EEF (4+ months additional progress over the academic year) On	2, 4

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children in Y3 and Y4, led by trained TAs.	average, small group tuition is very effective at improving pupil outcomes. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. 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.	
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### **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £54,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued funding for a Senior Safeguarding Lead /Wellbeing manager. Elsa and a Wellbeing Mentor	<p>National data shows that children’s mental health has been negatively impacted by the on-going pandemic. Children being able to access a trained person whenever they need to, will help address an increasing need.</p> <p>Our well-being team will continue to work with disadvantaged children to ensure the children get the very best support possible. This will impact upon their attendance, behaviour and academic outcomes.</p>	1, 3
Improved use of our outdoor provision.	Our children lack many of the fundamental life skills + experiences required due to limited cultural capital. By developing our school grounds and employing an outdoor provision lead and assistant, children will experience the great outdoors on their own school grounds.	1, 2 , 3, 5
Investment in laptops to ensure more children have access to online platforms to	We are constantly looking to invest in technology in order for children to become much more self-led in their learning over time. In earlier	2

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support their learning. Creation of a more appropriate online platform (google)	lockdowns, parents were fundamental to children's learning, in future lockdowns we hope to make children more independent of their parents in their own learning.	
Sports coaching, after school and at lunchtimes	Professional sports coaches to run multi-skills sessions after school and at lunchtimes in order to keep children focused and engaged.	2, 5
Visiting artists and poets to support, inspire, engage and motivate children.	Reluctant writers continue to gain a great deal from our poets' visits. Reluctant boys are inspired to write poems which are displayed and celebrated throughout school and via twitter on our class pages. The artists visits are incredibly useful for children and staff, leading to C.P.D in drawing and sketching which results in high quality art teaching for the children	2, 3, 4
To further develop effective communication with our families through our school app. Booking service for Parents' Evenings.	The vast majority of our parents and carers who are hard to reach, communicate using their mobile phone to engage with school. Feedback from parents suggests this is a popular means of communication that improves engagement	5
To subsidise after school clubs and trips to ensure all learners can access rich and diverse experiences away from the classroom	Many of our children would struggle to access trips, visits and after school provision due to financial restrictions. We will endeavour to ensure this is not a barrier to our children's experience whilst at Ashleigh. The vast majority of our clubs are heavily subsidised or indeed entirely funded to ensure the most disadvantaged are not excluded from any of the provision we offer. Furthermore, our variety of activities will be further extended to appeal to more learners with a view to encouraging further participation.	1, 2, 3, 5
To develop the role of the subject leader	Over recent years much of our focus has been on improving our children's aptitude in reading, writing and mathematics. As we move into this next phase of school development, we are determined to raise standards across the board in all	2, 3, 4

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	<p>areas, mirroring that of what we see in the core subjects. We are committed to ensuring children receive first class provision. A great deal of time and investment will be placed upon this area over the next three years.</p>	
<p>To review our curriculum and make it even more tailored for our children.</p>	<p>Over recent years much of our focus has been on improving our children's aptitude in reading, writing and mathematics. As we move into this next phase of school development, we are determined to raise standards across the board in all areas, mirroring that of what we see in the core subjects. We are committed to ensuring children receive first class provision. A great deal of time and investment will be placed upon this area over the next three years.</p>	<p>2, 3, 4</p>

**Total budgeted cost: £71, 520**

## 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.

Review of expenditure 2021-22			
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)
The deployment of a well-being mentor	Drop in sessions and targeted work with groups and identified individuals.	All children have access to this service, but PP children are targeted where there is a specific need, A number of children were able to work with the mentor and there were significant improvements recorded in their mental health issues.	This appointment has proven to be vital in helping to maintain and improve our children's mental health.  This provision will continue.
To further develop our outdoor nurture provision.	Outdoor classroom created.	Targeted children to work in the 'gardening club', with the well being mentor and assistant. These children sometimes lack adult interactions elsewhere, and this has given them the opportunity to work alongside their peers and a trusted adult.	There is a significant impact on the behaviour of targeted children taking part in these sessions. There is less impact on academic progress, but some was recorded.  This provision will continue.
Sports coaching / structured play before school and at lunchtimes	Targeted pupil premium children	Professional sports coaches ran multi-skills sessions at lunchtimes in order to keep children focused and engaged.	We have seen excellent results in this area, with less children becoming preoccupied with fallings out on the playground and more emphasis on develop school values through healthy competition. Subsequently children are ready to start their lessons in the right frame of mind and make good progress.  This provision will continue.

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Breakfast Club subsidy	Targeted PP children.	7.30-8.40am  Breakfast Club provides children a safe, fun environment that sets pupils up for the day. Staff are on hand to provide structured activities, or children can choose to take time to have a quiet breakfast with their friends.	This provision will continue.
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### 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
None	

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*