

Pupil premium strategy statement

School overview

Metric	Data
School name	Ashdon Primary School
Pupils in school	72
Proportion of disadvantaged pupils	8
Pupil premium allocation this academic year	£13,760
Academic year or years covered by statement	2021-2022
Publish date	July 2021
Review date	July 2022
Statement authorised by	Governing Body of Ashdon Primary
Pupil premium lead	Mr Simon Rance
Governor lead	Vacancy

Disadvantaged pupil progress scores for last academic year (2019 data = 1 child)

Measure	Score
Reading	-16.04
Writing	-12.03
Maths	-14.38

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	1 child: 0% (Reading/writing) / 100% (Maths)
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Implement a whole school approach to diagnosis and support for Speech and language which would address barriers in vocabulary development which impact on reading comprehension.
Priority 2	Implement a whole school approach to effectively support teaching & learning of grammar and spelling.

Barriers to learning these priorities address	Lack of assessment tools and expertise to diagnose speech and language difficulties. Ensure that staff use an evidence-based approach to grammar & spelling teaching across the school.
Projected spending	£2000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 reading (0)	July 2022
Progress in Writing	Achieve national average progress scores in KS2 writing (0)	July 2022
Progress in Mathematics	Achieve national average progress scores in KS2 mathematics (0)	July 2022
Phonics	Achieve national average expected standard in Phonics Screening Check	July 2022
Other		

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Measure	Activity
Priority 1	Purchase Wellcomm screening check to use with children to identify initial Speech and Language areas of weakness. Work with 'Communicate' professional speech therapists to deliver training to all teaching and support staff.
Priority 2	Work with English advisors to identify teaching materials to effectively support grammar and spelling teaching & learning. CPD for staff maybe required.
Barriers to learning these priorities address	Lack of assessment tools and expertise to diagnose speech and language difficulties. Ensure that staff use an evidence-based approach to grammar & spelling teaching across the school.
Projected spending	£2000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Regular reading support and interventions, including Paired Reading and Bug Club online to increase reading ability and comprehension.
Priority 2	Maths daily pre-teaching in KS1, other maths interventions, including 1:1 tuition.
Barriers to learning these priorities address	Lack of reading at home, gaps in maths learning during national lockdowns, parents not able to support their child's mathematics.
Projected spending	£7060

Wider strategies for current academic year

Measure	Activity
Priority 1	Learning mentor to work with children regularly throughout the academic year via discussions, to support their emotional and social development and remove barriers to learning.
Priority 2	Support pupils to access all activities, so finance is not a barrier to their participation. Fund residential for 3 pupils, fund/partially fund other visits/visitors, £50 contribution to school uniform per child, music tuition and pay for Cool Milk Scheme.
Barriers to learning these priorities address	Social, emotional, academic, mental health, physical and financial.
Projected spending	£4700

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching		
Targeted support	Children accessing online support (e.g. Bug Club and Mathletics) when at home.	Regular monitoring of pupil usage.
Wider strategies	Parents don't feel their child can access all school opportunities due to their financial status.	Make it clear in written communications to parents when activities are partially/fully funded.

Review: last year's aims and outcomes

Aim	Outcome
<p>Increase the attainment and progress in reading and mathematics.</p>	<p>Daily reading for disadvantaged children with TA. Despite lockdown, all pupils making positive gains when their reading age has been assessed, some as much as +13 months in a 5-month period.</p> <p>Additional support to children completing mathematics pre-teaching with TA each morning in KS1, as well as additional English interventions in KS2 led by Teaching Assistant.</p> <p>Base level subscription for Bug Club purchased (£899) and further texts were purchased via the Covid Catch-up Premium.</p>
<p>Support pupils to access all activities, so finance is not a barrier to their participation.</p>	<p>Only 3 children took up the offer of the school uniform contribution, but those that did said they really valued it.</p> <p>4 children now taking up the offer of daily milk.</p> <p>Due to Covid-19 restrictions and national lockdowns, the visits and trips that the school undertook in the last academic year have been severely restricted. One class has 2 visitors to enhance their historical knowledge (Vikings and Ancient Egypt) so only approximately £30 used.</p> <p>2 pupils continue to have piano weekly tuition paid for. Their progress is to be celebrated & shared with parents via a video of them performing a piece (as visitors can't come in to school). 2 further pupils have expressed an interest in taking drum tuition next academic year.</p>
<p>Support pupils' mental health and remove social and emotional barriers to learning.</p>	<p>Learning mentor has supported children every Friday and has positive written and verbal feedback on the difference these sessions make to the children. Pupil attendance is high for disadvantaged children (97.2%) – they want to be in school.</p>