

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Ashdon Primary School
Number of pupils in school	66
Proportion (%) of pupil premium eligible pupils	7
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Governing Body
Pupil premium lead	Simon Rance
Governor / Trustee lead	Kevin Henry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,760
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£709
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	£16,469

Part A: Pupil premium strategy plan

Statement of intent

Ashdon Primary School wants all of our pupils to make good progress from their starting points across the curriculum that we offer, regardless of their ability. We will do this by assessing their individual needs, identifying gaps, addressing them and challenging the children to move their learning forward.

We strongly believe that the children will only achieve success if they feel happy, safe and secure in their lives and they and their families receive the support for this to happen. Part of our strategy is to provide a Learning Mentor, who can work with them to identify barriers to learning and work on strategies to remove these.

Reading, together with speech & language, is at core of how we will support our children, as their proficiency in these areas affects their attainment in the wider curriculum.

All of the opportunities that we make available to pupils, should be obtainable and accessible to disadvantaged pupils and their families. The school sees itself as an enabler, finance should not be a barrier to participation or opportunity.

Challenges

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

Challenge number	Detail of challenge
1	Extra-curricular uptake shows that families don't feel their children can access all school opportunities due to their financial status.
2	Participation in online work shows that children have difficulties accessing online learning materials when at home.
3	Assessment data shows that Speech and Language development is behind age expectations for some.
4	Assessment data and discussion with children and staff show that reading progress for disadvantaged children is behind that of their peers.
5	Assessment data for spelling and grammar shows that attainment for disadvantaged children is less than their peers.
6	Assessment data and discussion with staff and children show that there are significant gaps in mathematical understanding.
7	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils due to personal difficulties experienced by families leading to lower attendance for our disadvantaged children.

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
Personal finance is not a barrier to full participation in school life.	All children participate in school visits. All children have an opportunity to study a musical instrument and/or participate in after school clubs provided. All families can afford for school uniform for their children.
All children can readily access and use online resources recommended by the school to support their learning.	All children have a device that they can use to access online learning resources. All children regularly use online learning resources to support their development in reading and mathematics.
Speech & Language attainment and progress is at least in line with that of their peers.	Gaps in children's Speech & Language knowledge and understanding are identified.
Reading attainment and progress is at least in line with that of their peers.	100% of children make accelerated progress in their ability to read, to close the gaps to their peers and the national expectations in reading.
Spelling & grammar attainment and progress is at least in line with that of their peers.	The school has a unified approach to teaching spelling & grammar across the phases of the school. Staff feel confident to deliver an evidence-based approach.
The gaps in the children's mathematical understanding are diminished leading to attainment and progress being closer to that of their peers.	The children can answer questions more accurately and with a greater level of success compared to starting points.
Individual children, and where appropriate, their families, report that their mental health, social and emotional needs are supported by the school, where requested, leading to an increase in attendance.	A new mental health and well-being website page is created signposting where support is available. Families are supported and met with to prioritise support and a learning mentor is assigned to support key children. Pupils are happy and engaged learners. Pupils' attendance to be above the national average.

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: £3,706

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase Wellcomm screening check to use with children to identify initial Speech and Language areas of weakness. Work with a professional speech therapist to provide regular support for children and to deliver training to all teaching and support staff.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>3. Lack of assessment tools and expertise to diagnose speech and language difficulties.</p>
<p>Work with English advisors to identify teaching materials to effectively support grammar and spelling teaching & learning. CPD for staff maybe required.</p>	<p>Evidence will be dependent on the strategy that school decides to follow. This section will be updated accordingly once a decision has been taken.</p>	<p>5. The lack of an evidence-based approach to grammar & spelling teaching across the school.</p>

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

Budgeted cost: £7898

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular reading support and interventions, including Paired Reading and Bug Club online to increase reading ability and comprehension.	Reading comprehension strategies are high impact on average (+6 months): Reading comprehension interventions EEF (educationendowmentfoundation.org.uk)	4. Lack of reading at home.
Maths daily pre-teaching, other maths interventions.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	6. Gaps in maths learning during national lockdowns, parents not able to support their child's mathematics.

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

Budgeted cost: £4865

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	7. Social, emotional, academic, mental health and physical.

<p>Support pupils to access all activities, so finance is not a barrier to their participation. Fund residential for 2 pupils, fund/partially fund other visits/visitors, £50 contribution to school uniform per child, music tuition and pay for Cool Milk Scheme.</p>	<p>Based on our experiences, where financial support is not offered to families in need, the children's cultural capital widens from those of their peers, as they have less opportunity to participate in activities.</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>1. Financial.</p>
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Total budgeted cost: £16,469

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 2020 to 2021 academic year.

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>

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
N/A	

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

N/A