

Pupil premium strategy statement

School overview

Metric	Data
School name	Ashdon Primary School
Pupils in school	66
Proportion of disadvantaged pupils	9
Pupil premium allocation this academic year	£11,745
Academic year or years covered by statement	2021-2023
Publish date	December 2022
Review date	December 2023
Statement authorised by	Governing Body of Ashdon Primary
Pupil premium lead	Mr Simon Rance
Governor lead	Kevin Henry

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A – no disadvantaged Y6 in 2022.
Writing	N/A – no disadvantaged Y6 in 2022.
Maths	N/A – no disadvantaged Y6 in 2022.

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	N/A – no disadvantaged Y6 in 2022.
Achieving high standard at KS2	N/A – no disadvantaged Y6 in 2022.

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. Implement 'good practice' for all children in each class.
Priority 2	The school uses a government-validated scheme for synthetic phonics.

Barriers to learning these priorities address	Lack of expertise and knowledge in staff to effectively support those children with speech and language difficulties. Previously the school has not been using a government-validated scheme for synthetic phonics, so staff will need professional development. Time to prepare the resources required to effectively deliver the programme across EYFS and Key Stage 1.
Projected spending	£1650

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 reading	July 2023
Progress in Writing	Achieve national average progress scores in KS2 writing	July 2023
Progress in Mathematics	Achieve national average progress scores in KS2 mathematics	July 2023
Phonics	Achieve national average expected standard in Phonics Screening Check	July 2023
Other		

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

Measure	Activity
Priority 1	Work with 'Communicate' professional speech therapists to deliver training to all teaching and support staff.
Priority 2	Teaching staff and support staff who will be delivering the phonics main teaching programme and intervention programme, receive the relevant Monster Phonics training package.
Barriers to learning these priorities address	Lack of assessment tools and expertise to diagnose speech and language difficulties. Not enough time to prepare resources for the Monster Phonics programme.
Projected spending	£2000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Regular reading support and interventions, including Paired Reading to increase reading ability and comprehension.
Priority 2	Maths and reading pre-teaching and other maths interventions, including 1:1 tuition. Maths family sessions to be held as part of a Mathematics Day in September 2022. As Creatives hired to provide input and resources for these sessions.
Barriers to learning these priorities address	Lack of reading at home, gaps in maths learning during national lockdowns and beyond, parents not able to support their child's mathematics.
Projected spending	£4995

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/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	£5100

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Children with speech and language difficulties are not identified / progress unknown.	Time is given for staff to undertake regular assessments.
Targeted support	Children accessing online support (Mathletics) when at home.	Guides sent home to parents. 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>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.</p> <p>Implement a whole school approach to effectively support teaching & learning of grammar and spelling.</p>	<p>Wellcomm for both EYFS and KS1/2 has been purchased for the total cost of £862.25. Following discussions with the Speech Therapist, they felt our level of need was too low currently to warrant a regular intervention. Instead, we have organised a day of training for all teaching and support staff to take place in January 2023, so that staff can model best practice and support the children effectively.</p> <p>Staff have decided to use the Hamilton Trust planning for English (£135), which includes a structured approach to grammar and spelling. We have also chosen to review our phonics provision, considering the Government validated schemes and purchase Monster Phonics, for a total cost of £1047, including staff training for the next year (a further £150 annually for staff training, plus £399 per 3 years for membership to the programme).</p>
<p>Increase the attainment and progress in reading and mathematics.</p>	<p>Bug Club annual cost is £1153.99. When looking at the usage figures, 0% disadvantaged pupils are using it regularly compared with 10% across the whole school. This is clearly not having the impact since we returned from the national lockdowns, where a much greater percentage of children and their parents accessed the resources. An appeal to parents promoting the usage of the platform will take place, but unless there is a sharp up-turn of usage we will not be purchasing this again.</p> <p>A Teacher Assistant listens to all of the Pupil Premium children across the week, with some being listened to on a daily basis. The pupils have made an average of 8 months progress in reading age progress since October 2021. However, this overall figure hides greater progress for some (up to 13 months), where others have plateaued at a higher reading age, e.g., a child who is 10 has a reading age of 11 years and 1 month. What we do see a trend, even with the better readers, is as soon as there is a holiday period, their reading age dips considerably, so we are spending time 'recovering', rather than building on prior achievement.</p> <p>A Teaching Assistant has been providing regular maths interventions and pre-teaching for children in all 3 classes. At the present time the disadvantaged pupils are working at in maths:</p> <ul style="list-style-type: none"> o Working Towards Standard = 5 o Expected Standard = 3 o Greater Depth = 0
<p>Support pupils' mental health and remove social and emotional barriers to learning.</p> <p>Support pupils to access all activities, so finance is not a barrier to their participation.</p>	<p>The Learning Mentor is allocated 1 afternoon per week to work with children, some on a regular basis, others on an ad-hoc/as required basis. The Learning Mentor currently supports 4 disadvantaged pupils. Pupil attendance (93.47%) at school is currently higher than children who are not disadvantaged (92.98%).</p> <p>2 pupils successfully participated in the Year 5/6 residential to Norfolk in May 2022. The full cost of £320 per child was funded by Pupil Premium.</p> <p>The school has funded 3 number of visits/visitors, for all disadvantaged pupils who eligible at the time, with an approximate cost of £58 per pupil.</p> <p>The following numbers of disadvantaged children have taken up musical tuition in the following instruments:</p> <ul style="list-style-type: none"> o Piano = 2 o String = 2 o Drums = 3