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***This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.***

## School overview

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| Detail | Data |
| Number of pupils in school | 58 |
| Proportion (%) of pupil premium eligible pupils | 10% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)** | 2023-2024  2024-2025  2025-2026 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Governing Body of Ashdon Primary School |
| Pupil premium lead | Marné Reynecke |
| Governor / Trustee lead | Kevin Henry |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £13,410.00 |
| Recovery premium funding allocation this academic year  *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.* | £2,000.00 |
| 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* | £15,410.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our aim is that all school staff should have the highest expectations of all pupils, irrespective of their background or barriers to learning, including those who are disadvantaged and those in receipt of Pupil Premium funding.  • Our aim is that all disadvantaged pupils – that are in receipt of free school meals, eligible for the pupil premium grant or are identified by school as disadvantaged – will catch up and keep up with their peers both in terms of attainment and will make excellent progress in all academic areas.  • We will ensure this happens by offering an individualised approach to all pupils, ensuring high standards of Quality First Teaching, which is central to our approach. Research by the Education Endowment Foundation (EEF) has proven that this has the greatest impact on closing the disadvantage attainment gap, but at the same time will also benefit non-disadvantaged pupils at Ashdon Primary School. Moreover, we will meet the needs of the whole child by offering by offering a broad and balanced, engaging and creative curriculum for all our pupils.  • We will also provide a range of interventions and support opportunities, such as small group literacy and numeracy ‘building foundation’ skills activities, speech and language interventions, reading interventions and 1:1 support (for some pupils). Any strategies and activities utilised will best focus on pupils needs.  • We have high academic and behaviour expectations for all pupils, we embed these expectations through a nurturing and supportive approach and our school’s ethos.  • We will offer a high level of pastoral support for all pupils, such as a learning mentor support, time to talk groups, check in times etc.  • We aim to use local providers and support local businesses to work in partnership to support pupils, both in school, and in their communities.  • At Ashdon Primary School, all staff are expected to build good relationships with all of our families.  • At Ashdon Primary School we will offer pupils opportunities to develop skills and knowledge within their areas of interest (and beyond) such as sport, drama or music. We aim to raise their aspirations, by offering access to a variety of musical instrument lessons, sporting events, cultural events and other extra-curricular activities/opportunities.  • Along with using our Pupil Premium funding, we utilise the Recovery Premium Funding to support all learners, including non-disadvantaged pupils whose education has been particularly impacted upon by COVID or other possible barriers.  • To increase the overall attainment and progress of our pupils, our inclusive curriculum ensures that pupils’ cultural interests are developed through a broad range of curricular and extra-curricular opportunities, including educational visits and visitors to the school. These enrichment activities are designed to widen their aspirations both in and outside of school.  • Governors play a crucial role in monitoring the effectiveness of the use of the pupil premium budget and the impact it has on narrowing the attainment gap between disadvantaged pupils and their peers. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Moderation, scrutinising pupils writing books and data analysis indicated that many of our disadvantaged pupils and those in receipt of the Pupil Premium grant have **significant gaps in writing** ability and produce a limited variety of writing genres. |
| 2 | Moderation, reading fluency assessments and data analysis indicated that many of our disadvantaged pupils and those in receipt of the Pupil Premium grant have **gaps in reading fluency and comprehension skills**. |
| 3 | Scrutinising pupils’ books and assessment papers indicated that many of our disadvantaged pupils and those in receipt of the Pupil Premium grant have **difficulties with fine motor skills and handwriting**. |
| 4 | Assessment and data analysis indicated that many of our disadvantaged pupils have difficulties in making rapid progress and **difficulties achieving all the Early Years Foundation Stage Goals** by the end of their reception year. |
| 5 | Moderation, scrutinising pupils books and data analysis indicate **increasingly underdeveloped oral language skills and vocabulary gaps** prevalent amongst many disadvantaged pupils, which impact learning – lower level of vocabulary knowledge than peers |
| 6 | Through observations and discussions with school staff during pupil progress meetings we identified that some of our disadvantaged pupils display reduced learning skills, e.g. **poor levels of resilience, perseverance, tenacity and using of their metacognitive skills** |
| 7 | Through observations and discussions with school staff during pupil progress meetings we have identified that some of our disadvantaged pupils display that they find school routines a challenge; **to regulate their feelings and emotions** hard; and that they lacked the ‘readiness to learn’ (behaviour for learning). |

## 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.

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| Intended outcome | Success criteria |
| For all pupils to produce writing using a variety of genres every term.  For pupils to produce pieces of writing showing progress term to term and year on year.  For pupils to meet the national standards and achieving the national targets by the end of every year. For staff to monitor this short termly in school or with other schools. | To see a variety of genres in each pupil’s book covering fiction; non-fiction and poetry genres every half term.  When looking at pupils’ books we will see progress made from the beginning of the academic year to the end of the academic year. We also will see progress made by pupils from the one academic year to the next academic year.  When moderated, we will be able to see that pupils met most to all of the writing targets. |
| For all pupils to be assessed and benchmarked termly with regards to their baseline reading fluency and accuracy.  For pupils to have the correct level schemed book that will challenge each child within their own ability. This must push pupils towards making progress and not stagnate.  Pupils will all have explicitly taught reading comprehension lessons a minimum of once per week. This is from reception – Year 6.  For pupils to be able to read the text of the PIRA test and to be able to answer the questions with confidence | Pupils will be reading accurately and fluently and make significant progress in reading assessments as well.  Pupils will achieve better comprehension results due to more accurate and fluent reading.  For pupils to pass their PIRA assessments (reading comprehension) termly. |
| For all pupils to have handwriting lessons every day  For pupils in Class 1 (Reception- Year 2) to have additional sessions to practise fine motor skills and develop pencil grip; pressure and posture when writing  For pupils books to have higher standards of presentation in books.  For KS2 pupils to strive to receive a pen licence indicating good presentation in workbooks. | Pupils’ handwriting/presentation in books to be neat and legible.  For pupils to be proud of their written work.  For pupils to want to produce show pieces of good quality work that is legible. |
| For pupils to be tracked throughout the academic year to ensure that continuous progress is maintained  For interventions to be put in place for highlighted areas of need/gaps in learning very early on in the academic year. | For pupils to achieve above the national achievement for 2023-2024  For pupils to make progress term by term and achieving a Good Level of Development in June 2024. |
| For pupils across the school to develop a wider range of vocabulary.  For teachers to expose pupils to vocabulary in every lesson – a slide in the teaching resources recapping and recalling vocabulary learned previously and introducing new vocabulary to pupils as well. | Pupil to be able to articulate and present their thoughts, feelings and/or work to peers, teachers, parents and larger audiences.  When reading pupils writing to see use of ambitious vocabulary use in the correct contents/context. |
| Disadvantaged pupils to have a better understand themselves as learners and to display a motivation and thirst for learning skills. | For disadvantaged pupils to display high levels of organisation, resilience, tenacity and tapping into metacognitive rational and skills |
| Disadvantaged pupils use taught strategies to self-regulate their emotions and feeling and to motivate them to partake in learning. | For disadvantaged pupils to access learning in and out of class and for all pupils, (including disadvantaged pupils) to use simple language to explain their feelings and emotions. |

## 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: £5,000.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Metacognition CPD training for all staff | ‘It is important to explicitly teach metacognitive skills within in subject domains. Improving pupils’ metacognition is particularly important for low attaining pupils, who sometimes may be given less complicated work, or lessons that focus on task completion rather than learning. This means that learning is not committed to long term memory.’ (Marc Rowland 2021) |  |
| Disadvantaged Strategy CPD training for SLT members | ‘Schools must identify pupil need and base their strategies around this. It is critical that strategies focus on pupils’ needs rather than any labels that might be ascribed to them. Leaders are best placed to determine who is disadvantaged and needs additional support.’ (Marc Rowland 2021) |  |
| Trauma Perceptive Practice (TPP) CPD training for all staff and embedding practice throughout the school | SEMH was consistently raised as an issue for disadvantaged pupils. It is important that SEMH is addressed in all aspects of school life and not disconnected from learning. Approaches such as TPP will help school staff to identify mental health and wellbeing reinforcing attainment and achievement that in turns improves wellbeing enabling pupils to thrive and achieve their potential. (Marc Rowland 2021) |  |
| *Tapping (Emotional Freedom Technique)* | When measured against the standards of the American Psychological Association's Division 12 Task Force on Empirically Validated Treatments, EFT is found to be an “evidence-based” practice for anxiety, depression, phobias, and posttraumatic stress disorder (PTSD) |  |
| *Pound* | POUND Fitness's newly launched mental wellness workout, blends 20 minutes of high-intensity training using their signature weighted drumsticks (Ripstix®), followed by 10 minutes of rhythmic breathing and meditation. The high-intensity portion includes both standing exercises, as well as challenging mat work, designed to open participants up, build strength inside and out and release mood-boosting neurochemicals before relaxing into a peaceful, recharged and empowered state - NHS |  |

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

Budgeted cost: £8,000.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Time to Talk | There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. (Education Endowment Foundation) | 1 |
| *Wellcomm* | Research suggests that ‘the size of pupils vocabulary in the early years of schooling is a significant predictor of academic attainment in later schooling and success in life’ (Save the Children, 2016; Parsons and Schoon, 2011). |  |
| *Speech and Language Interventions* | On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress. (Education Endowment Foundation) |  |
| *Music Tutoring* | Learning to play an instrument enhances the ability to remember words through enlargement of the left cranial temporal regions. Musically trained participants remembered 17% more verbal information that those without musical training. Children experiencing difficulties with reading comprehension have benefitted from training in rhythmical performance. (The Power of Music: Its impact on the intellectual, social and personal development of children and young people – Susan Hallam) |  |
| *Foundation Skills Interventions (Writing; Reading; Phonics and Maths)* | There is extensive research to support the impact of high-quality one to one and small group tuition as a catch-up strategy. It is essential that the 4 5 Maths) and ‘TopUp’ Interventions intervention is linked to curriculum and focussed on the areas where pupils would most benefit from additional practice or feedback. EEF 2020 |  |

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

Budgeted cost: £2,410.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Learning Mentor | Hirsch (2007) suggest that students from disadvantaged backgrounds display lower motivation. Unmotivated students may be disorganised, determined not to seek help, be inattentive, not review their learning or do homework. Learning Mentors assist disadvantaged students in overcoming barriers to their learning Megginson et al (2006). |  |
| Zones of Regulation | Quale (2019) states the benefit of behavioural self-regulation is not only important for promoting positive social relationships, it has been found to be predictive of early literacy, mathematical and vocabulary skills. Shanker (2013) suggests that students’ academic success can be projected based on their capability to self-regulate. Many students lacking self-regulation skills tend to have conflicts with their learning that persists through their school years. |  |
| *Gym Trail* | Reported benefits of gym trail include improvement of fine motor skills and thus handwriting, increased ability to balance, follow instructions and listen carefully to directions. Schools also report increased increased self esteem with all children through their achievements in gym trail. Advice for Education Settings, Essex County Council (2016) |  |
| *Daily Mile* | 15 of self-paced outdoor activity is beneficial for pupils’ cognition and wellbeing. It can significantly improve a child’s mood, attention and memory, enhancing their ability to learn. BMC Medical Journal (2020) |  |
| *Afterschool Clubs* | Research has been carried out that develops a link between extracurricular participation and better academic performance. In one study by the Texas 5 & 6, 6 Clubs participated at A&M University, important academic outcomes like reading, math achievement and course grades were all found to be positively influenced by children who engage in extracurricular activities. |  |
| *Tapping (Emotional Freedom Technique)* | When measured against the standards of the American Psychological Association's Division 12 Task Force on Empirically Validated Treatments, EFT is found to be an “evidence-based” practice for anxiety, depression, phobias, and posttraumatic stress disorder (PTSD) |  |
| *Pound* | POUND Fitness's newly launched mental wellness workout, blends 20 minutes of high-intensity training using their signature weighted drumsticks (Ripstix®), followed by 10 minutes of rhythmic breathing and meditation. The high-intensity portion includes both standing exercises, as well as challenging mat work, designed to open participants up, build strength inside and out and release mood-boosting neurochemicals before relaxing into a peaceful, recharged and empowered state - NHS |  |
| *Educational Visits* and visitors, to provide positive role models and rich life experiences | An aspect of being disadvantaged is identified as, ‘having a lack of positive role models and education not being valued within the local community’ (Matt Bromley, Three Tenets of Effective Pupil Premium Practice) |  |
| *Attendance Support (Daisy Alexander)* | Research shows that parent involvement has a positive impact on school attendance and lateness, especially when schools update and inform parents on a regular basis of the school’s attendance and lateness policy and expectations. And when a member of staff is designated to the role. (Nicola S. Morgan 2017) |  |

**Total budgeted cost: £15,410.00**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| **2020-2023 Aims and Outcomes:**  **Aim 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 a whole school approach to effectively support teaching & learning of grammar and spelling.  **Outcome 1:**  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.  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).  **Aim 2:**  Increase the attainment and progress in reading and mathematics.  **Outcome 2:**  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.  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.  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:   * Working Towards Standard = 5 * Expected Standard = 3 * Greater Depth = 0   ***Aim 3:***  Support pupils’ mental health and remove social and emotional barriers to learning.  Support pupils to access all activities, so finance is not a barrier to their participation.  **Outcome 3:**  The Learning Mentor is allocated 1 afternoon per week to work with children, some on a regular basis, and 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%).  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.  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.  The following numbers of disadvantaged children have taken up musical tuition in the following instruments:   * Piano = 2 * String = 2 * Drums = 3 |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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| Programme | Provider |
| Wellcomm | Speech and Language Therapists at Sandwell and West Birmingham Hospitals NHS Trust |
| Hamilton Trust | Oxford Brookes University |
| Bug Club | Pearson Global Schools |