

ASHURST CE AIDED PRIMARY SCHOOL
PUPIL PREMIUM 3 YEAR STRATEGY STATEMENT
Academic years 2021-2022 to 2023-2024



This statement details Ashurst CE Aided Primary School's use of Pupil Premium Grant (and Recovery Premium Grant for the 2022 to 2023 academic year) 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	Ashurst CE Aided Primary School
Number of pupils in school	52
Proportion (%) of pupil premium eligible pupils	>15%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it was reviewed	September 2022
Next date of review	September 2023
Statement authorised by	Sarah Smith, Headteacher
Pupil premium lead	Sarah Smith and Tina Clarke, SENDco
Governor lead	Katharine Amaladoss, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil Premium Grant allocation this academic year	£5,180
Recovery Premium Grant allocation this academic year	£2,000
Pupil Premium Grant / Recovery Premium Grant carried forward from previous years	£0
Total budget for this academic year	£7,180

Part A: Pupil Premium strategy plan

Statement of intent

At Ashurst Church of England Aided Primary School our aim is to ensure that all our children leave us as well-rounded citizens, with a love of learning who are fully prepared for the next stage in their education. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these aims, including progress for those who are already high attainers.

We aim through early intervention to ensure all our children:

- have the best start in life
- achieve as highly as they are able
- are academically prepared to thrive at their next phase of education, including secondary school
- find joy in success, be it academic, sporting, musical, artistic or another area
- are confident at building and maintaining positive relationships
- demonstrate kindness and respect to all people however different or similar they may be
- understand our school's values and why they are important
- have the beginnings of their own set of personal values
- have the self-esteem and self-confidence to make informed choices, and the most of their gifts and talents

To achieve these aims with our Pupil Premium children, we use the funding we receive in a variety of ways. High-quality teaching, focusing on areas children require most support, is at the heart of our approach as this is proven to have the greatest impact on closing attainment gaps. Some of the interventions we put in place are shared by children who are not in receipt of Pupil Premium in order to make them viable and promote good progress for all children as well as Pupil Premium children.

Many of our interventions relate directly to the curriculum and, in particular, core subjects. It is widely recognised that attainment in these subjects underpins success across the curriculum at all levels:

- we provide additional support through small group teaching, 1:1 teaching and in-class support to accelerate progress in English (specifically in phonics and reading comprehension) and maths (specifically in the acquisition of key skills in the four operations of number) and measure the efficacy of these interventions using regular robust analytical assessment.
- we recognise that many children have experiences that originate from outside of the school environment which impact on their successful development, both emotionally and academically. We work closely with families, carers and outside agencies to provide or facilitate a range of interventions to address the issues and experiences that affect them and their children.

Challenges

These detail the key challenges to achievement that we have identified among our disadvantaged pupils.

	Detail of challenge
1	Internal assessments, observations, and discussions with children indicate underdeveloped phonics skills and vocabulary gaps among some children. These are more prevalent among our disadvantaged children and those with EAL than their peers.
2	Internal assessments, observations, and discussions with children show disadvantaged and EAL pupils may have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal assessments observations, and discussions with children show that there are significant gaps in mathematical understanding among some children and these are more prevalent among our EAL and disadvantaged children than their peers.
4	Our assessments and observations (including WSCC Psychology materials and work with outside agencies) reveal that the National partial school closures had a negative impact on the wellbeing of some of our children to a greater extent than for other children. This has impacted on these children's confidence and ability to be academically successful; there are significant levels of anxiety as well as knowledge gaps leading to children falling further behind age-related expectations, particularly in maths and writing. These findings are supported by national studies.
5	Due to political circumstances some of our disadvantaged and EAL children have not have access to wider artistic, musical and cultural opportunities for learning. Research in school shows that this is more prevalent among our disadvantaged children.
6	Due to political and economic circumstances some of our disadvantaged and EAL children have anxiety and mental wellbeing needs that require additional support outside of the Ordinarily Available Inclusive Practice
7	Numbers of children in school have increased; we have welcomed 5 children from the Ukraine; our EAL was 0% and is now 10%. We have welcomed children from other local schools as in year admissions; some of these children are not yet working at ARE / have not yet passed Phonics screening.

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
Improved phonics skills among EAL/ disadvantaged pupils.	Internal and statutory assessments and observations indicate significantly improved phonics among disadvantaged pupils. This is evidenced through observation and engagement in lessons, book scrutiny/ moderation and ongoing termly formative assessment using the schools own tracking.
Improved reading and comprehension attainment among disadvantaged and EAL pupils.	Instilling a passion for, and achievement in reading and writing - we are raising standards in writing by engaging children in a broad, balanced and relevant curriculum that provides children with regular teaching in strategies for reading and purposeful writing opportunities. Y1 Phonics, KS1 and KS2 reading outcomes in 2023/24 show that more children than in previous years included in this strategy meet the expected standards, and that there is no significant difference in attainment for those who are disadvantaged.
Improved maths attainment for disadvantaged and EAL pupils at the end of KS2.	KS1 and KS2 maths outcomes (including Y4 times tables test) in 2023/24 show that more children than in previous years included in this strategy meet the expected standards, and that there is no significant difference in attainment for those who are disadvantaged.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged and EAL pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> • data from student voice, student and parent surveys and teacher observations • a significant increase and sustained participation in all activities, particularly among disadvantaged children

Activity in this academic year 2022-2023

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: **£450 Updated...**

Activity	Evidence that supports this approach	Challenge(s) addressed
<p>Embedding Metacognition and self-regulation across the school curriculum to support children to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Staff attending additional meetings to discuss enhanced practice.</p> <p>£100</p>	<p>There is good evidence that learners who are able to self-regulation are aware of their strengths and weaknesses and the strategies they use to learn. They can motivate themselves to engage in learning and develop strategies to enhance their learning and to improve. Whilst it will look different for learners of different ages, and for different tasks, these characteristics are evident in the most effective learners.</p> <p>educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</p>	<p>1,2,3,4</p>
<p>Purchase of resources to further support children's mathematical factual fluency and mathematical mastery learning in line with DfE and EEF guidance.</p> <p>Eg: Place value counters</p> <p>Coaching programmes eg: Power of 2, Perform with times tables, Andrew Jeffrey resources</p> <p>£100</p>	<p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p> <p>educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)</p>	<p>3,4</p>
<p>Purchase of resources to develop parental engagement to support mathematical factual fluency eg: Numicon sets</p> <p>£100</p>	<p>There is evidence to suggest that by providing practical strategies with tips, support and resources, learning at home is of a higher quality and may be more beneficial to pupil outcomes than without these.</p> <p>educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>3,4</p>

	educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
<p>Purchase of resources to further support children's phonetical understanding, segmenting and syllable division for reading and spelling</p> <p>Eg: Toe-by-toe, phonics resources, dual language resources</p> <p>£150.00</p>	<p>EAL and disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2,4,7

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

Budgeted cost: **£5,550**

Activity	Evidence that supports this approach	Challenge(s) addressed
<p>Dedicated experienced teachers to support intervention within Y5/6 targeted at disadvantaged and EAL children. Classes are divided into smaller groups to focus on a smaller number of learners enabling all, including those who are disadvantaged, to benefit.</p> <p>Weekly Autumn 2023, spring and summer term 2022</p> <p>£3,900</p>	<p>Evidence is strong to support that intensive tuition in small groups can also be used to ensure effective progress, or to teach challenging topics or skills.</p> <p>educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2,3,4,

<p>Experienced teachers to support intervention targeted at EAL/ disadvantaged pupils who require further support with mathematical factual fluency in particular times tables and number bonds</p> <p>Weekly</p>	<p>There is strong evidence that providing targeted support for children that are identified as having low prior attainment or are struggling in particular areas is very effective at improving pupil outcomes.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>3,4</p>
<p>Experienced teacher to support phonics and reading through sessions targeted at EAL/ disadvantaged EYFS/KS1 pupils who require further phonics support.</p> <p>Weekly autumn 2022 spring and summer term 2023</p> <p>£1,650</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,2</p>
<p>Engaging with the National Tutoring Programme, to provide school-led tutoring for those whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4</p>

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

Budgeted cost: £1180 Updated... Remaining... -(contingency)

Activity	Evidence that supports this approach	Challenge(s) addressed
<p>Increase the variety of after school clubs on offer and offer a range across the school year.</p>	<p>There is evidence to suggest that involvement in art, music and cultural experiences benefits and increases children's positive attitudes to learning and improves behavioural, social and emotional outcomes. Increased well-being has consistently been reported.</p> <p>educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	6
<p>Flute lessons for EAL/ disadvantaged children to enable them to access wider curriculum opportunities.</p> <p>£200</p>	<p>There is evidence to suggest that involvement in art, music and cultural experiences benefits and increases children's positive attitudes to learning. Increased well-being has also consistently been reported.</p> <p>educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	6
<p>Purchase of additional technology/ chrome books to ensure that EAL/ disadvantaged children have the opportunity at home to consolidate learning on devices which are fully functional and use programs and systems which mirror those used in school and are familiar to them.</p> <p>£250-300</p>	<p>Research shows that technology has the potential to increase the quality and quantity of practice that children undertake, both inside and outside of the classroom and can increase retention of key ideas and knowledge. When all learners have the skills, they need to use it effectively, it is likely to reduce the risk that technology becomes a tool that widens the gap between successful learners and their peers.</p> <p>educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	5

Contingency fund for exceptional circumstances to include support for mental wellbeing for EAL/ disadvantaged children	We have identified an amount of funding to be set aside to respond quickly to needs that may arise.	All
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Total budgeted cost: £7,180

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.

- National and internal assessments took place in 2021/22, evidence from these revealed that disadvantaged children all made progress from individual starting points in reading, writing and maths. However, the performance of many children was lower than in the previous 2 years in key areas of the curriculum. This was true for EAL/ disadvantaged children and their peers.
- All children's learning has been disrupted during their formative years to some extent. School closure was detrimental to most of our children as they were not able to benefit from skilled teachers, peer support, and wider learning opportunities in school. Children recently arrived from the Ukraine have had their learning interrupted and disrupted.
- We have continued to adapt the interventions to include more individuals and groups as the need becomes apparent.
- Children in receipt of Chromebooks are able to access homework and the curriculum using up to date technology which matches that which they use in school.
- Children in receipt of the school flute have taken part in whole school events such as playing as part of a flute choir at the Platinum Jubilee. Children are supported to work towards taking flute examinations.
- Our assessments and observations show that children's wellbeing and mental health are still significantly impacted, primarily due to COVID-19-related issues and the political situation in the Ukraine. There was a high level of anxiety about returning to school among some children which compromised their capacity to learn and disadvantaged them amongst their peers. Pupil premium funding was used to provide wellbeing support for all pupils, and targeted interventions where required.

