

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Ashwood Park Primary
Number of pupils in school	324 (2022)
Proportion (%) of pupil premium eligible pupils	25.5% (2002)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-21, 2021-2022, 2022-2023
Date this statement was published	Updated December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Keith Butler Headteacher
Pupil premium lead	Jane Lister Deputy Headteacher
Governor / Trustee lead	N Sehra-Saini

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,080
Recovery premium funding allocation this academic year	£ 10,440
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	£ 112,520

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social or family support worker or act as young carers. The activities are to support their needs, regardless of whether they are disadvantaged or not.

EFF research shows the greatest impact on pupil premium children is receiving consistently high-quality teaching and this is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will improve, be sustained, and bring them in line with their peers.

Our strategy is also integral to wider school plans for education recovery, including school based tutoring, for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment, not assumptions about the impact of disadvantage. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from early years through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Internal data shows less than half of PPG pupils achieve ARE however their progress rates are improving.
3	Internal assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. This gap widened for PPG pupils in upper KS2.
4	Internal assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. This gap widened for PPG pupils in upper KS2.
5	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
6	<p>Our observations and discussions with pupils and families have identified significant social and emotional issues for many pupils, notably due to isolation, and changes in family circumstances. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Referrals for support have increased during and post pandemic. A number of pupils (including disadvantaged) currently require additional support with social and emotional needs, self-esteem (especially boys) and are receiving 1:1 and small group interventions.</p>

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023 show that disadvantaged pupils achieve average national attainment and progress scores. This improves year on year.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2023 show that disadvantaged pupils achieve average national attainment and progress scores. This improves year on year.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023 show that disadvantaged pupils achieve average national attainment and progress scores. This improves year on year.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023 demonstrated by: <ul style="list-style-type: none"> • pupil voice, pupil and parent surveys and teacher observations • Improved attendance • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by bringing their attendance data in line with non-disadvantaged pupils. This improves year on year.
Raised self esteem, especially in boys leading to improved learning behaviours progress and attainment.	Lesson observations indicate positive engagement in lessons and these behaviours are reflected in book scrutinies and on-going formative assessment.

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 (including staffing costs across all sections below)

Budgeted cost: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. (EEF)</p> <p>QLA informs planning and interventions with regular review.</p>	1, 2, 3, 4
<p>All staff reinforce and model good language. Children screened with Talk Boost and Welcom in EYFS</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p>	1
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p>	2
<p>Purchase of a phonic reading scheme – Rising Stars – supporting nursery to Y6.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p>	2
<p>Evaluate and trial maths schemes for possible future purchase. (Power</p>		4

maths and Maths no problem)		
Subscriptions to White rose TTRS and Numbots.		4
Raise self esteem and aspirations of all children but especially pupil premium boys through routine educational practices (Growth Mindset etc.) and pastoral/nuture groups. Implement ELSA training and release staff member to deliver programme	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school in later life.(EEF)	5,6
Release staff member to work with families in need of early help.	Evidence shows that early intervention with children and their families can lead to improved outcomes at school and in later life.	5,6
Release staff member to work monitor attendance and with families to improve attendance levels.	Evidence shows that early intervention with children and their families can lead to improved outcomes at school and in later life.	5,6

Targeted Academic Support

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

Budgeted cost: £ 16,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
A wide range of targeted interventions with resources overseen by SENCO, English and Maths leads and monitored on Provision Map	EFF suggests that targeted interventions matched to specific pupils with particular needs can be effective.	1-5
Providing school-led tutoring for pupils whose progress has been impacted. A significant proportion of the pupils who receive tutoring will be disadvantaged,	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small groups.	1-5

including those who are high attainers.		
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Wider Strategies

Budgeted cost: £ 11,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and implement a CPD programme for phonics to support teaching staff.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.	2
Purchased phonetically decodable, diversity and recommended books, from N to Y6.	Resources purchased following discussions with pupils about their reading interests and what motivates them to read.	2,3
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1-6
Counselling and mentoring to meet the needs of identifies children including PPG through Mentor Link, Phase Trust, ELSA	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school in later life.(EEF)	5-6
Contingency fund for acute issues.	Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 112,520

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.

Our internal assessments during 2021/22 confirm that the performance of disadvantaged pupils is lower than non-disadvantaged pupils. The outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were not fully realised – however December 2022 internal data shows rates of progress are improving.

The reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum through on line learning - including resources provided by Oak Academy, Purple Mash, RBD You tube, Teams lessons and weekly learning resources. In addition the impact upon the social and emotional well-being of pupils has been significantly impacted.

Overall attendance in 2020/21 was lower than in preceding years at 94.21%. Absence among disadvantaged pupils was higher than their peers. Non-disadvantaged pupils attendance was 95.33% whereas disadvantaged pupils' attendance was 91.35%. This is a gap of 3.98% Attendance for autumn and spring terms 21-22 declined to 93.7% however disadvantaged pupils' attendance was 92.6% a gap of 1.1% .

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Learning resources to supplement R to Year 6 in English and Maths	CPG

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Children attended school throughout lockdown and assessed targeted interventions identified from gaps in their learning the children completed
What was the impact of that spending on service pupil premium eligible pupils?	Children achieved or exceeded ARE in all key areas of the curriculum.

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a Dfe grant to train a senior mental health lead.