

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	289 (2023 R to Y6)
Proportion (%) of pupil premium eligible pupils	76/289 26.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022, 2022-2023-2023 - 2024
Date this statement was published	October 2024
Date on which it will be reviewed	July 2024
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	£115, 975
Recovery premium funding allocation this academic year	£ 11,020
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	£ 126,995

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 also improve, be sustained, and bring them in line with their peers.

Our strategy is also integral to wider school plans for education recovery, 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.
4	Internal assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
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. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Referrals for support have increased post pandemic. A number of pupils (including disadvantaged) currently require additional support with social and emotional needs, self-esteem (especially boys) and are receiving 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 2024 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 2024 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 2024 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 2024 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.
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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 £33,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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) QLA informs planning and interventions with regular review.	1, 2, 3, 4
All staff reinforce and model good language. Children screened with Talk Boost and Welcom in EYFS	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.	1
Ongoing purchase of DfE validated Systematic Synthetic Phonics programme/resources to secure stronger phonics teaching for all pupils.	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
Maintain phonic reading scheme – Rising Stars – supporting nursery to Y6.	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

Teaching assistant employed one day a week to deliver learning targets.		1,2,3
Purchase new resources to support new maths scheme.		4
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/nurture groups. Release staff member to deliver ELSA 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: £ 82,745

Activity	Evidence that supports this approach	Challenge number(s) addressed
A wide range of targeted interventions with resources overseen by SENCO, English and Maths	EEF suggests that targeted interventions matched to specific pupils with particular needs can be effective.	1-5

leads and monitored on Provision Map		
To use recovery premium/ PPG to fund an additional teacher to enable KS 2 to deliver maths to single year groups.	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.	4

Wider strategies

Budgeted cost: £ 11,000

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 release time for staff to develop and implement new procedures and to employ an attendance officer.	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 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	All

	quickly to needs that have not yet been identified. Eg trips, OSCA,	
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Total budgeted cost: £ 126,995

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 2022 to 2023 academic year.

Our internal assessments during 2022/23 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 2022/23 were not fully realised – however end of year internal data shows rates of good progress from their starting points are improving significantly for disadvantaged pupils.

The reasons for these outcomes points primarily to pandemic impact and attendance issues. 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. The impact was mitigated through on line/home learning and our priority to engage with and encourage disadvantaged pupils to attend. The longer term implications upon the social and emotional well-being of pupils has had a significant detrimental impact upon attendance. Our disadvantaged cohort had an overall absence of 9.5% in 22-23, 4.0% higher than the national non-disadvantaged cohort at 5.5% and an increase of 3.5% since 2021/22.

We continue to provide support to address these issues through early help, attendance clinics and well-being support. Robust systems, include the release time for a senior leader, the employment of an attendance officer, an early help facilitator and the ELSA programme.

Governors have taken the decision to use our recovery premium for 2023 -2024 to employ an additional teacher to deliver maths in KS2 instead of subsidising the national tutoring programme. We firmly believe based upon historical data that this will have a greater impact upon both attainment and progress and benefit all children.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year. 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?	TA released to support children. External support.
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:

- trained a senior mental health lead.