

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Ashleworth C of E Primary
Number of pupils in school	30
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Michelle Kelly (Headteacher)
Pupil premium lead	Richelle Daniels (SENDCO)
Governor / Trustee lead	Rachel Hope

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,795
Recovery premium funding allocation this academic year	£1,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£15,795

# Part A: Pupil premium strategy plan

## Statement of intent

At Ashleworth C of E Primary, we are committed to ensuring that all children, irrespective of background or their starting points make, at the very least, good progress and achieve high standards of attainment across all subjects. Our pupil premium strategy is focused upon supporting disadvantaged pupils to achieve this goal and to achieve their aspirational targets, including those who are already high attaining.

We will consider the challenges faced by our vulnerable pupils. The actions outlined in this strategy will contribute towards supporting the needs of all of our pupils, regardless of if they are disadvantaged or not.

Quality first teaching is central to our approach, with a focus upon areas in which disadvantaged pupils require the most support. Evidence shows that this will have the greatest impact upon closing the attainment gap whilst, at the same time, benefitting non-disadvantaged pupils.

This plan forms part of our wider school plans for educational recovery following partial closures. We will use a range of strategies and resources to provide targeted support for ALL pupils whose education has been worst affected.

We will employ an approach that responds to the challenges we face and the individual needs of our pupils. No assumptions or “excuses” will be made about the impact of disadvantage. To ensure this we will:

- ensure there is challenge in the work set for disadvantaged pupils
- monitor and intervene as soon as a need is identified
- adopt a whole school approach where ALL staff take responsibility for disadvantaged pupils’ outcomes and have high 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	Baseline assessments and observations have identified, that a significant number of disadvantaged pupils, are entering school with low levels of oral language and vocabulary skills.

2	Observations and assessments indicate some disadvantaged pupils have greater difficulties with, the acquisition and application of, phonics than their peers. This is compounded by fewer opportunities for them to practise their reading skills at home.
3	Assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils.
4	Observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of access to enrichment opportunities during school closure.

## 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
Improve oral and vocabulary skills of disadvantaged pupils in EYFS & KS1.	Quantitate and qualitative assessment data indicate significantly improved oral language skills.
Improved reading attainment among disadvantaged pupils.	By 2024/2025, all disadvantaged children are achieving their aspirational targets for reading. KS2 reading outcomes – 75% meet the expected standard.
High attaining pupils, are motivated and challenged to ensure rates of progress and aspirational targets are achieved across all subjects.	2024/2025 outcomes, across all key stages, show that ALL disadvantaged pupils, with previous high attainment are exceeding the expected standard.
To ensure that emotional and wellbeing support is available for pupils, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/2025 demonstrated by: <ul style="list-style-type: none"> <li>• significant increase in the support (internal/external) provided</li> <li>• qualitative data from pupils, teachers and parents</li> </ul>
Improve opportunities for disadvantaged pupils to engage in a range of enrichment and extra-curricular activities	A significant increase in participation in enrichment and extra-curricular activities, particularly among disadvantaged pupils.  Disadvantaged pupils have the same access to enrichment activities as non-disadvantaged pupil.

## 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: £6,067

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our reading teaching and learning curriculum in line with DfE guidance	Evidence shows that a child's ability to read is integral to them accessing the whole curriculum. Support drawn from English Hub in auditing and developing whole school practice.	2
Purchase DfE validated resources to secure stronger teaching of phonics and reading.	Synthetic phonics approaches have a strong evidence base that indicates a positive impact upon the accuracy of word reading. Fully decodable reading books, linked to the phonic phases support improving pupils comprehension. See EEF Phonics Toolkit Strand	2
Purchase accredited, evidence based resources to support needs identified through diagnostic assessments.	DfE and evidence based Literacy interventions, when delivered, in a structured/systematic way, by a trained professional can facilitate accelerated progress.	ALL

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

Budgeted cost: £5,593

Activity	Evidence that supports this approach	Challenge number(s) addressed
Involvement in NELI programme to improve listening and language skills for disadvantaged pupils with low spoken language skills.	The acquisition of oral language skills through a structured intervention can impact positively on pupils. A direct focus upon the linked skills of speaking and listening shows positive impact upon progress.	1
Additional phonics and reading sessions for disadvantaged pupils who require extra	Systematic synthetic phonic teaching approaches have a strong evidence base including a positive impact on pupils, particularly from disadvantaged backgrounds. Interventions are more	1 & 2

support.	effective when targeted and delivered for up to 12 weeks.	
Provide a school-led tuition programme for pupils whose education has been impacted by the pandemic. A significant proportion of these pupils will be disadvantaged with high prior attainment.	Tuition and intervention targeted at specific needs and knowledge gaps can be an effective method to support pupils who are falling below their expected rate of progress. EEF resources used to support individual needs.	3
Purchase resources to support challenging, high attaining, disadvantaged pupils in maths	DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence. A range of additional resources to support challenging pupils, including their written responses to problem solving, will be purchased.	3

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

Budgeted cost: £4,135

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Provide opportunity for all disadvantaged pupils to attend 1 extra-curricular sports/PE activity a term	Exercise and physical activity has a recognised, positive impact upon wellbeing. Observations show that pupils' social and emotional needs are met and that their collaborative and social skills are improved.	3 & 4
Curriculum enrichment activities funded including; music tuition, residential and offsite visits.	Our ongoing discussions with disadvantaged families, identified financial constraints as the principle factor preventing pupils from accessing these.	4
Contingency fund for acute issues	In order to be proactive in meeting the needs of our disadvantaged pupils, we have set aside a small amount of money to meet needs not yet identified	ALL

**Total budgeted cost: £15,795**

## 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 2020 to 2021 academic year.

Our internal and ongoing assessments for 2020/2021 indicates that the performance of most of our disadvantaged pupils was lower than in previous years across the core subjects. Pre March 2020, we were on track to meet the outcomes identified in our previous strategy for most of our disadvantaged pupils. However, our review in July 2021, affirmed that we had not met our expected outcomes.

The impact of Covid-19 and partial school closures was the main reason for us failing to achieve these outcomes. Evidence shows that our disadvantaged pupils were the most affected group during this period. A small number of disadvantaged pupils attended school, during the partial closure. Their rates of progress were better than children who did not attend school and, particularly so, in terms of the wellbeing. We strived to deliver a high quality curriculum through remote learning using a balance of teacher led, recorded and online learning.

Since returning, our assessments and observations have highlighted the impact upon wellbeing and mental health. For some of our disadvantaged pupils, this has been significant. In light of this, our current plan focuses upon: support when required, and enrichment opportunities for our disadvantaged pupils.

