

# Pupil premium strategy statement 2022- 2023

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

Our Pupil Premium strategy works in harmony with our School Development Plan which is focussed on the rapid raising of standards across the school.

Detail	Data
Ashford CE Primary School	
Number of pupils in school	389
Proportion (%) of pupil premium eligible pupils	16.7%
Academic year/years that our current pupil premium strategy plan covers 3 years	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	Annual review summer 2023
Statement authorised by	FGB
Pupil premium lead	Anna Witt, Inclusion Leader/SEND CO
Governor lead	Sukhi Vella

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76175
Recovery premium funding allocation this academic year	£6235
School Led Tuition	£7006
<b>Total budget for this academic year</b>	<b>£89416</b>

# Part A: Pupil premium strategy plan

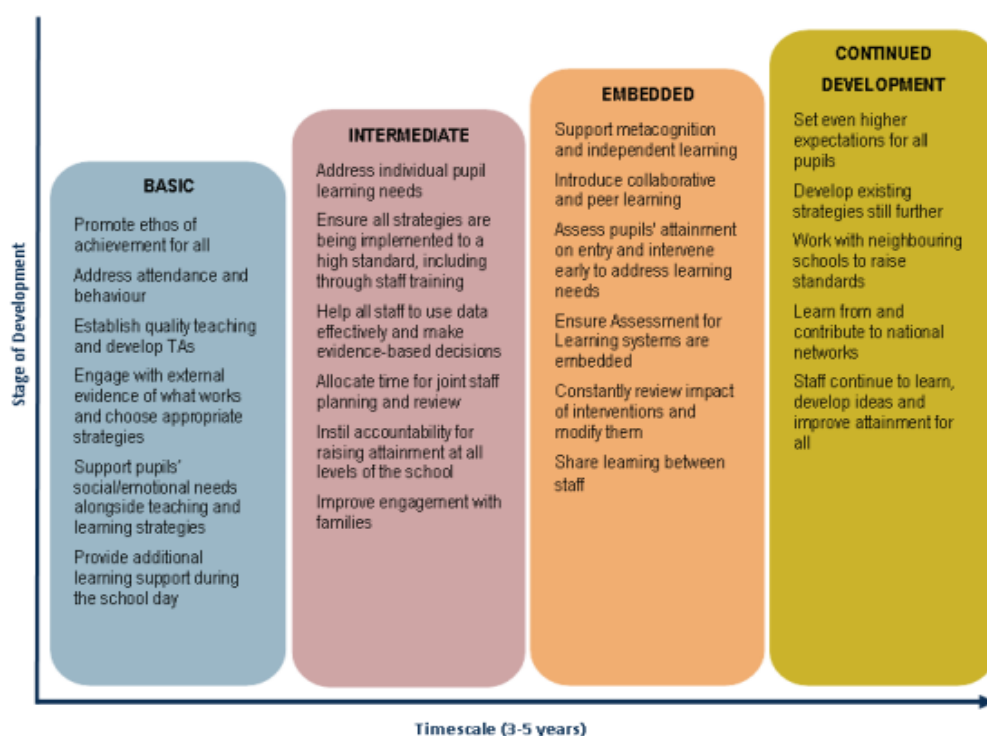
## Statement of intent

Pupil Premium is an allocation of additional funding given to schools in order to support specific groups of children who are vulnerable to possible underachievement. The intended effect of this funding is to accelerate progress and raise attainment. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The Pupil Premium funding is provided to enable these pupils to be supported to reach their potential.

The Senior Leadership Team and Governors are committed to ensuring that plans to spend this money impact on individual children's needs, offer value for money and ultimately narrow the attainment gap for our most vulnerable pupils in English and Maths as they move through the school. Pupils can also be offered a range of social, emotional and enrichment activities to address individual needs which aim to improve equality of opportunity. We also aim to provide support to improve attendance, punctuality, mental health & wellbeing.

Our approach is underpinned by evidence-based research and is bespoke to the pupils in our cohort at this current time. The approaches we have adopted have been trialled by the school overtime. To ensure the approaches are effective we will act early to intervene when a 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 and see the 'whole' child to ensure all pupils' social and emotional needs are met.

At Ashford CE we are a Christian community which has a culture of caring and support. We have high expectation for all our pupils and foster a "Can Do" attitude and, as such, we have adopted a solution-focused approach to overcoming barriers and challenges.



## Challenges

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

Challenge number	Detail of challenge
1	Pupils eligible for pupil premium are currently making slower progress than their peers in Reading, Writing and Maths in particular a number of pupils are not reaching age related expectation in reading and maths.
2	One third of pupils eligible for pupil premium have a significant Speech & Language need
3	In line with the SDP and “Four Key Priorities” for the school, ensuring that there is a consistent level of high-quality teaching with a good level of scaffolding and challenge in lessons to ensure pupils make progress/ achieve age related expectations or better
4	Parental engagement and family difficulties contribute to low attendance and poor performance for some pupil premium pupils
5	Emotional wellbeing and/or self-regulation create barrier to learning and progress. In addition to this, some pupil premium pupils present with co-morbidity linked to SEND and social vulnerability including safeguarding concerns.
6	Increased cost of living impact for all PP pupil families. PP pupils are at particular risk of struggling with the cost of living. The cost of gas and electricity, food, clothes and fuel have all increased dramatically recently. This is a worry for many families but particularly PP families.

## 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
1. Pupils eligible for pupil premium to make progress in line with their peers. English and Maths skills improve, resilience and stamina increase (particular for writing) and gaps in attainment are closing	<ol style="list-style-type: none"> <li>1. Quality Wave One teaching is seen in every class which offers challenge and is appropriately differentiated to ensure all pupils can access learning and make progress.</li> <li>2. Teacher assessment/judgments are moderated and pupil progress meetings held every term confirm judgements and set targets for pupil progress. Data is reviewed in regular meetings with Surrey SAFE Partner and the LDBS Consultant as well as by the Governing Body Achievement &amp; Learning Committee.</li> <li>3. All PP pupils make expected progress (eg. Expected to expected or greater depth to greater depth) from previous summer 2 and from previous key stage results. –</li> <li>4. Pupils will have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic.</li> </ol>

	5. Support staff and class teachers support learning effectively – addressing misconceptions to support further teaching.
2. Reading comprehension matches children’s developing vocabulary and oral skill development to ensure that children are on track to achieve ARE at the end of the year	<p>1.Children entitled to PP are reading both in school and at home on a regular basis.</p> <p>2.Targeted support through guided reading intervention in class evidences rapid progress and acquisition of reading skills.</p> <p>3. PP pupils discuss how they feel about making mistakes. PP pupils accept that it is okay to make mistakes and recognise that this is part of a growth mindset.</p> <p>4. Quantity/quality of reading in each class is at the appropriate level for each child. Children are regularly assessed and are reading for at least 25 minutes per day (20 minutes for KS1).</p> <p>5.Pupils in KS1 are accessing high quality decodable texts which support progress with phonics. By the end of Year 2, 89% (2022) pass the Year 1 Phonics assessments. 78% of pupils eligible for pupil premium passing in 2022.</p> <p>6.PP pupils will access the catch-up session for phonics in both KS1 and the new provision in KS2 from September 2022.</p>
3. Improve teaching throughout the schools so that all teaching is at least good.	<p>1. See SDP priorities and action plan</p> <p>2. All pupils experience Quality Wave One teaching.</p>
4. Increased parental support and improvement in attendance figures for individual PP pupils.	<p>1. Pupil attendance is in line with peers and above 96% and punctuality improves.</p> <p>2. Persistent absenteeism continues to reduce</p> <p>3. Increased engagement from parents – improved attendance at parents’ evenings and school meetings</p> <p>4. SENDCo and SLT identify and support families and children and work to alleviate barriers to learning using signposting and working with the Family Centres.</p> <p>5. Pupils have access to a range of interventions both in school and through external providers to support their mental health and wellbeing.</p> <p>6. There is good signposting for families of services to support them in the community.</p>
5. Behaviours for learning is evident amongst pupils and improved behaviour and well-being impacts on pupil being ready to learn. Pupil mental health and wellbeing is monitored and supported and pupil resilience to challenges increases. Pupils have a breadth of experiences that enable them to contextualise their learning.	<p>1. Fewer behaviour incidents noted and an improved attitude towards learning is observed. Pupils emotional well-being is supported and strategies/interventions to support those coping with complex family/home situations help to increase engagement with learning resulting in greater progress.</p> <p>2. Pupils who are disadvantaged are able to access to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</p> <p>3. Targeted support to be offered through the provision of Forest School from Spring 2023. The focus is on raising self-esteem and confidence and help pupils to develop socially, emotionally, spiritually, physically and intellectually.</p>

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Progress in Reading	Achieve expected level of 2 points or more progress per term.	July 2023
Progress in Writing	Achieve expected level of 2 points or more progress per term.	July 2023
Progress in Mathematics	Achieve expected level of 2 points or more progress per term.	July 2023
Phonics	88% PP pupils to pass their Phonics screening check by end of KS1 (Total no. of PP children in KS1= 22 pupils)	July 2023
Times Tables check	60% PP pupils to pass their Times Table check (Total no. of PP children in Year 4 =14 pupils)	July 2023
Attendance	Improve attendance to at least average of 95%	July 2023

## 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: £ 21,128

<b>Activity</b>	<b>How Challenge is addressed</b>	<b>Evidence that supports this approach</b>
<i>A: Challenge 1,2 &amp;3</i>	Ensure all staff (including new staff) have received training to deliver the Little Wandle Letter and Sounds Revised phonics scheme effectively. (To include all staff so that there is a shared vision for the teaching of phonics and reading across the school.) Staff providing the new KS2 catch-up will receive additional training and support to provide this in Year3 &Year4 from September 2022	Little Wandle Letters and Sounds Revised is a complete systematic synthetic phonics programme (SSP) which has been validated by DFE
<i>B: Challenge 3</i>	Teaching Staff to access weekly inset training. Support staff to have access to targeted fortnightly training to increase and share skills across the school	DFE- Standard for teachers' professional development "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." EEF Guide to the Pupil Premium
<i>C: Challenge 3</i>	NCETM training for Maths Leader and another teacher in order to continue the roll out and delivery of Mastering Number maths.  Additional Maths consultancy support to develop Wave 1 Teaching across the school.	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Mastery learning +5 months (EEF)
<i>D: Challenge 3</i>	Early Careers Teachers and those teachers still early in their careers will be supported and offered CPD opportunities including training, mentoring, peer support,	DFE - Early Career Framework

	and access to training via the ECT programme and LDBS training	
<i>E: Challenge 3</i>	Continued focus on the development of the curriculum and subject leadership to ensure the school offers a balanced and broad curriculum that promotes the spiritual, moral, cultural, mental and physical development of pupil at school and prepares them for opportunities, responsibilities and experiences for later life. The focus will include Subject Release time, training opportunities, resources, and networking	DFE - The national Curriculum in England

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

Budgeted cost: £ 75697

Activity	How Challenge is addressed	Evidence that supports this approach
<i>A: Challenge 1 &amp; 2</i>	Precision Teaching Programme - TLA led support 1 to 1 and small groups - across the school focusing on Little Wandle Catch-Up and Numberstacks in order to close gaps in attainment. 10 pupils x daily sessions	Monitoring learning this closely gives <b>immediate feedback about teaching</b> . It means we focus very closely on exactly which material a child is struggling with. Studies have shown (eg Hattie, 2009) that feedback about teaching makes the single biggest improvement to learning outcomes.
<i>B: Challenge 1</i>	Individual Daily Readers Class teachers have identified pupils in their class who would benefit from either daily reading or extra reading to support reading taking place at home. <u>Early Years</u> Little Wandle keep up sessions – 26 children <u>KS1</u> Little Wandle keep-up sessions – 28 children 1:1 readers 28 children <u>Lower KS2</u> Little Wandle keep up sessions – 23 children Daily Readers – 25 children <u>Upper KS2</u> Daily Readers – 19 children	The EEF evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.
<i>C: Challenge 1</i>	Beanstalk Reading Scheme (3 Beanstalk readers supporting 9 pupils)	According to the Beanstalk Impact report 2018/2019 84% of children start with their reading helper were classed

		as 'Below' or 'Working Towards' their age-appropriate level, by the end of the intervention only 53% are still at that level. 47% of children have caught up to their age-appropriate level and are classed as 'At' or 'Above'.
<i>D: Challenge 1</i>	First Class at Number (9 pupils per term)	Impact on achievement in participating has been measured and "over 55,000 pupils in Years 1 to 11 have been supported by 1 <sup>st</sup> Class@Number in 4,000 schools. They made an average Number Age gain of <b>13 months in only 4 months</b> – over 3 times the expected progress. <b>93% of them showed more confidence and interest</b> in learning mathematics in class after 1 <sup>st</sup> Class@Number."
<i>E: Challenge2</i>	S & L Interventions Programmes provided by Trained TLA in line with programmes provided by Speech & Language Therapist	Targeted SALT therapy supported by a therapist and delivered by a TLA is a recognised working model of intervention which has shown to be effective
<i>F: challenge 1</i>	Reading volunteers in school 1:8	
<i>G: challenge 1</i>	School Led Tutoring  Qualified teachers providing small group intervention in 10-week slots of 30 minutes outside of the school day (with 2 hours additional time for planning and assessment)	The EEF evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.

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

Budgeted cost: £ 27483

Activity	How Challenge is addressed	Evidence that supports this approach
<i>A: Challenge 5,4</i>	ELSA support (1:15)	This intervention is supervised by the EPs and evaluations from various Local Authorities found that 'teachers were able to identify a measurable and significant improvement in the students' emotional literacy within the school after students had received ELSA support' and 'the qualitative analysis indicates that the majority of

		students have found working with ELSAs a positive experience’.
<i>B: Challenge 5,4</i>	Attendance Officer and Family Signposting	The importance of parental involvement/engagement and effective home-school links is widely acknowledged and accepted by practitioners who are keen to build on existing practice. Creating a ‘space’ in which to develop home-school links can be an important starting point (Dyson et al, 2007,
<i>C: Challenge 5</i>	Lego Club (1:8)	LEGO has been adapted as a therapeutic modality for increasing motivation to participate in social skills intervention, and providing a medium through which children with social and communication difficulties can learn social communication skills.
<i>E: Challenge 5</i>	Playground buddy scheme, Peer mentors’ scheme	
<i>F: Challenge 5 &amp; 6</i>	Extra Curricula activities – contribution to cost of clubs and trips  Provision of School Uniform	<a href="https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance.pdf</a> Wider strategy to support health and wellbeing.  Ensuring equal access for all.

**Total budgeted cost: £ 124,308** (additional funds from core delegated)

The Governing Body receive a full breakdown of the costs associated with these activities and the strategy is reviewed termly by the Governing Body Achievement Committee.



## 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.

#### Attainment data for academic year 2021-2022

	<b>Pupils eligible for PP</b>	<b>All pupils</b>
EYFS - 8 disadvantaged pupils	8	44
% of pupils achieving a GLD	62.5%	73%
KS1- 9 disadvantaged pupils	9	54
% of pupils meeting expectations in maths	11%	61%
% of pupils meeting expectations in reading	56%	78%
% of pupils meeting expectations in writing	44%	67%
KS2- 8 disadvantaged pupils	8	57
% of pupils meeting expectations in maths	50%	54.4%
% of pupils meeting expectations in reading	50%	70.2%
% of pupils meeting expectations in writing	75%	70.2%

Intended outcome	Progress Made Year 1 for 3 Year Plan
<p>Pupils eligible for pupil premium to make progress in line with their peers. English and Maths skills improve, resilience and stamina increase (particular for writing) and gaps in attainment are closing</p>	<p>Resilience of pupils was a focus with additional ELSA support and nurture as pupils returned to school following numerous closures, bubble closures and absence. Gaps were identified and interventions had some success. Whole achievement in Maths was below national averages and has been identified as a priority for 2022-23.</p>
<p>Reading comprehension matches children's developing vocabulary and oral skill development to ensure that children are on track to achieve ARE at the end of the year</p>	<p>Pupils eligible for pupil premium were further disadvantaged through the pandemic and were less likely to be fully accessing remote learning. This has resulted in lower resilience and additional gaps in learning. Reading was a priority and pupils in KS1 benefited from Little Wandle and Catch-up/keep up sessions. 5 out of 9 pupils in KS1 reached ARE in reading. Some pupils have more complex or multiple needs and these barriers are being further addressed in the current provision for 2022-23.</p>
<p>Improve teaching throughout the schools so that all teaching is at least good.</p>	<p>Weekly training and support for staff is having an impact. Staffing remained consistent over 2021-22 and staff achieved performance management targets.</p>
<p>Increased parental support and improvement in attendance figures for individual PP pupils.</p>	<p>Attendance was hindered especially during the Autumn and Spring by the continuing isolation requirements and impact of the pandemic. Some pupils struggled with separation anxiety following prolonged time at home and absence remains closely monitored. The school works closely with the Local Authority Inclusion leaders to achieve improvements and reduce persistent absenteeism. Pupil Premium pupils are monitored and supported to attend. Staff will support pupils on entry, provide breakfast etc and work with parents to encourage and maintain regular attendance.</p>
<p>Behaviours for learning is evident amongst pupils and improved behaviour and well-being impacts on pupil being ready to learn. Pupil mental health and wellbeing is monitored and supported and pupil resilience to challenges increases. Pupils have a breadth of experiences that enable them to contextualise their learning.</p>	<p>Behaviour for learning remained good. Pupils struggling to regulate have been provided with additional support including check-ins, time out and one to one support.</p> <p>Pupil mental health &amp; well big has been a high priority. Staff know pupils well and work to support resilience and build stamina for learning. During the year as restrictions lifted we were able to return to workshops and school trips. Pupils eligible for pupil premium were supported to ensure that they had access to all experiences on offer.</p>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Times Tables Rockstars	Times Tables Rockstars
Little Wandle Letters & Sounds Revised	Wandle Learning Trust
First Class @ Number	Edge Hill University
Lego Therapy	Brick by Brick
ELSA	Surrey Education Psychology