

Ashton Hayes Primary School Pupil Premium 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	Ashton Hayes Primary School
Number of pupils in school	136
Proportion (%) of pupil premium eligible pupils	3.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jon Gilbert
Pupil premium lead	Jon Gilbert
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6725
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£8725

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 worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

The proportion of children who are disadvantaged at Ashton Hayes Primary School is very low, as in turn is the level of funding.

High-quality teaching 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 be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme 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 diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. 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
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1	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.
2	Assessments show that the impact of school closures had a more significant impact on writing standards for disadvantaged pupils.
3	Standards in Mathematics have been adversely affected for a proportion of our disadvantaged pupils.
4	Self-esteem and self-confidence have been affected for many disadvantaged children.

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
Children are more confident and have greater self-belief.	Children are positive about their education and their home-life
Children will be able to recognise their achievement and strengths	Children need less support in class time to resolve friendship issues
Improved reading attainment among disadvantaged pupils.	Both in school and standardised data shows that disadvantaged pupils make at least expected progress and the majority reach the expected standard in Reading and the Phonics Screening Check Up.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Both in school and standardised data shows that disadvantaged pupils make at least expected progress and the majority reach the expected standard in Mathematics.

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: **£7159**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Mathematics resources to support teachers in the delivery of high quality Mastery Mathematics Curriculum	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Purchase of a DfE validated Systematic Synthetic Phonics programme 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: Phonics Toolkit Strand Education Endowment Foundation EEF	1

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

Budgeted cost: **£1566**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with school-led tutoring for pupils whose education has been most impacted by the pandemic. A	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:	1,2,3,4

<p>significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Beanstalk Reading Programme</p>	<p>97% of schools would recommend Beanstalk to others</p> <p>98% agreed that Beanstalk trained reading helpers helped the children they support to improve their attitude to reading.</p> <p>98% agreed that Beanstalk trained reading helpers helped the children they support to increase in confidence</p> <p>94% agreed that Beanstalk reading helpers enriched the learning of the children they support.</p> <p>94% agreed that Beanstalk's service was good value for money.</p> <p>97% agreed that because Beanstalk carries out all the recruitment, DBS-checking, training and support of its volunteers their staff's valuable time was saved.</p>	<p>1,4</p>
<p>Emotional Literacy Support (ELSA)</p>	<p>ELSA provision – ensure consistent support for emotional well-being from trained ELSA – ensure adequate supervision for ELSA.</p> <p>Recognising emotions</p> <ul style="list-style-type: none"> Self-esteem Social skills Friendship skills Anger management Loss and bereavement 	<p>4</p>

Total budgeted cost: £8725

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 assessments during 2020/21 suggested that the performance of disadvantaged pupils was marginally lower than in previous years in key areas of the curriculum. However due to the pandemic this was a picture that was reflected by non-disadvantaged pupils as well.

Our understanding of 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 minimised by maintaining a high quality curriculum, including during periods of partial closure. Our approach to home-learning meant that we were in regular contact with disadvantaged pupils, who were in fact in school for the majority of the time of the second lockdown and received their provision in smaller class sizes with lower adult:child ratios.

The investment in resources and training for teachers to support reading and Mathematics has shown an improved consistent approach across the school. The impact of these upon disadvantaged pupils is difficult to evidence due to school closures as already mentioned.

Our assessments and observations indicated that pupil wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required through the funding and supervision of our ELSA. We continue to see the value in these sessions and are using funding to support this in the current academic year.