

Pupil premium strategy statement 2021- 2022

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

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	374
Proportion (%) of pupil premium eligible pupils	15.24%
Academic year/years that our current pupil premium strategy plan covers 3 years	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	Annual review summer 2022
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	£83390
Recovery premium funding allocation this academic year	£9135
School Led Tuition	£6000
Total budget for this academic year	£98525

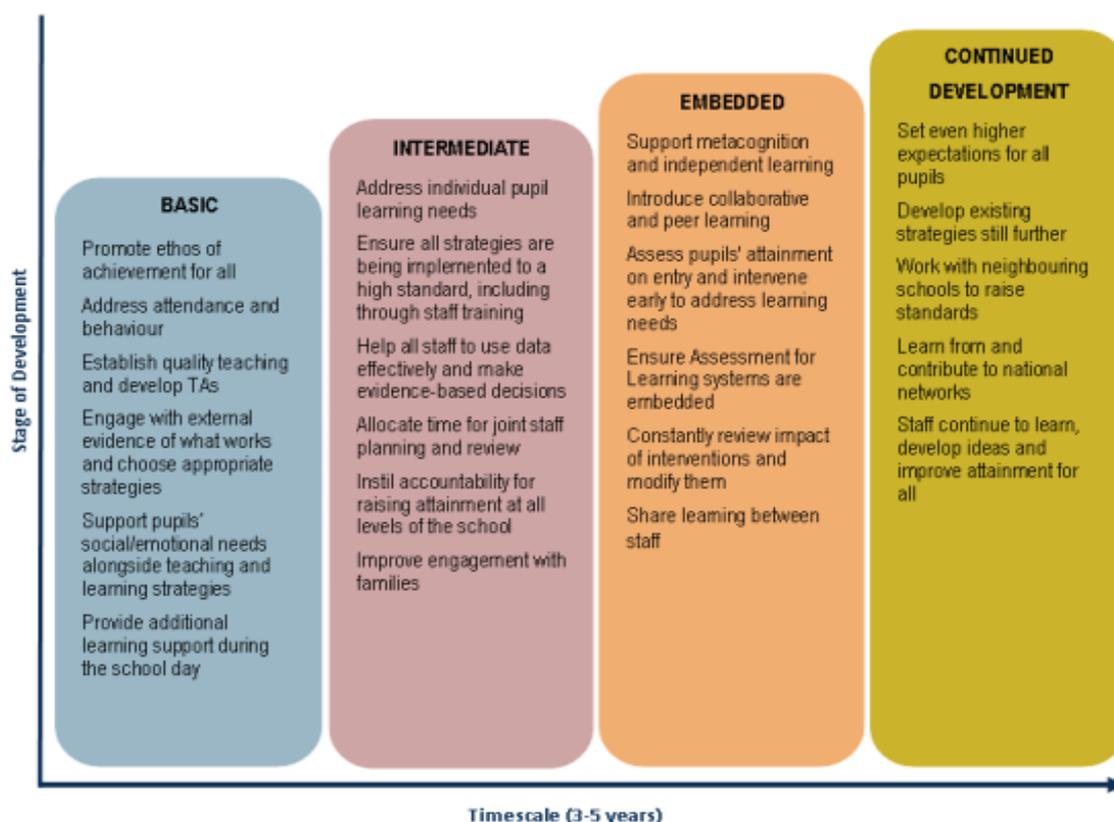
Part A: Pupil premium strategy plan

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.

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.
2	Percentage of pupils with Speech & Language needs is higher than their peers
3	In line with the SDP, ensuring that there is a consistent level of high-quality teaching with a good level of challenge and differentiation in lessons to ensure pupils make progress and 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 poor learning behaviours contribute to low aspirations and learning

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"> 1. Quality First teaching is seen in every class which offers challenge and is appropriately differentiated to ensure all pupils can access learning and make progress. 2. Teacher assessment/judgments are moderated and pupil progress meetings held every half 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 & Learning Committee. 3. All disadvantaged children make expected progress (eg. Expected to expected or greater depth to greater depth) from previous summer 2 and from previous key stage results. – 4. Pupils will have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic. – 5. Support staff and class teachers support learning effectively – addressing misconceptions ASAP in preparation for lessons.
2. Reading comprehension matches children's developing vocabulary and oral skill development to ensure that children are	<ol style="list-style-type: none"> 1.Children entitled to PP are reading both in school and at home on a regular basis. Pupils reading x times per week. 2.Targeted support through guided reading intervention in class evidences rapid progress moving through the reading scheme

<p>on track to achieve ARE at the end of the year</p>	<p>3. PP children 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 level for each child. Children are regularly assessed and are reading for at least 25 minutes per day (20 minutes for KS1). Teacher's to regular update and celebrate accelerated reading progress and encourage through weekly celebrations.</p> <p>5. Pupils in KS1 are accessing high quality decodable texts which support progress with phonics and result in 87% (2019) pupils passing the Yr 1 phonics assessment.</p>
<p>3. Improve teaching throughout the schools so that all teaching is at least good.</p>	<ol style="list-style-type: none"> 1. See SDP priorities and action plan 2. All pupils experience Quality First teaching.
<p>4. Increased parental support and improvement in attendance figures for individual PP pupils.</p>	<ol style="list-style-type: none"> 1. Pupil attendance is in line with peers and above 96% and punctuality improves. 2. Persistent absenteeism continues to reduce 3. Increased engagement from parents – improved attendance at parents' evenings and school meetings 4. HSLW, SENDCo and SLT identify and support families and children and work to alleviate barriers to learning. 5. Pupils have access to a range of interventions both in school and through external providers to support their mental health and well being
<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>	<ol style="list-style-type: none"> 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. 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.

Aim	Target	Target date
Progress in Reading	Achieve expected level of 2 points or more progress per term.	July 2022.
Progress in Writing	Achieve expected level of 2 points or more progress per term.	July 2022.
Progress in Mathematics	Achieve expected level of 2 points or more progress per term.	July 2022.
Phonics	75% disadvantaged children to pass their Phonics screen.	June 2022.
Other	Improve attendance to LA average of 95%	July 2022.

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: £ 18,223

Activity	How Challenge is addressed	Evidence that supports this approach
<i>A: Challenge 1, 2 & 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.)	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 training to increase and share skills across the school	DFE- Standard for teachers' professional development
<i>C: 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, and access to training via the ECT programme and LDBS training	DFE - Early Career Framework
<i>D: 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: £ 85946 (*costing for school led tutoring to be updated once planning is completed*)

Activity	How Challenge is addressed	Evidence that supports this approach
<i>A: Challenge 1 & 2</i>	Precision Teaching Programme - TLA led support 1 to 1 and small groups - across the school 10 pupils x daily sessions	Monitoring learning this closely gives immediate feedback about teaching . 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 14 pupils x daily sessions	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 (2 Beanstalk readers supporting 6 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 6 pupils x 3 sessions x 12 weeks	Impact on achievement in participating has been measured and "over 55,000 pupils in Years 1 to 11 have been supported by 1 st Class@Number in 4,000 schools. They made an average Number Age gain of 13 months in only 4 months – over 3 times the expected progress. 93% of them showed more confidence and interest in

		learning mathematics in class after 1 st 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 2</i>	TLA to be trained in NELI Intervention January 2021 for delivery in Year R – Year 1	The Education Endowment Foundation trials found that children receiving the NELI programme made the equivalent of +3 additional months’ progress in oral language skills compared to children who did not receive NELI. Children receiving the NELI programme also made more progress in early word reading (+2 months) and children with English as an additional language benefited just as much from the programme as native English speakers.
<i>G: challenge 1</i>	Reading volunteers in school 1:8	
<i>H: challenge 1</i>	School Led Tutoring Qualifies teachers providing small group intervention in 10 week slots of 30 minutes outside of the school day (with 2 hours additional time for 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: £ 28106

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>	HSLW and Attendance Officer (1:14 families)	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 (1:5)	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>D: Challenge 5</i>	Behaviour Support Mentor (1:4)	Research shows that the use of mentors improves engagement with education
<i>E: Challenge 5</i>	Playground buddy scheme, Peer mentors' scheme	

Total budgeted cost: £ 132,275 (additional funds from core delegated budget and from School led Tutoring Grant)

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.

Action	Intended Outcome
<p>Targeted booster support and catch up programmes for PP pupils in order to enable vulnerable pupils to make progress.</p> <p>Ensure that all PP pupils read regularly to practise skills and improve fluency.</p> <p>Train TA's to expertly respond the AFL when supporting Pupil Premium pupils in the classroom</p> <p>Teacher Pupil Premium interventions</p> <p>Targeted PP children to close the Gaps in Maths, Reading & writing</p> <p>Targeted PP pupils in Year 1-6 for speech and language.</p>	<p>Pupils eligible for PP across all year groups make rapid progress by the end of the year so that all pupils eligible PP close the gap towards achieving age related expectations.</p> <p>Bespoke high-quality point of need interventions to be delivered.</p> <p>Promote reading for pleasure.</p> <p>Small groups in Year 2 & 6 with teachers & HLTA to ensure rapid progress for pupils in interventions.</p> <p>Speech and Language support programmes delivered by Speech and Language Assistant 15 hours a week to ensure children's targets are met.</p>
Action	Intended Outcome
<p>Improve teaching of Reading throughout the school so that all teaching is at least good.</p>	<p>Beanstalk Reading project for 12 children to ensure there is an increase engagement and progress of Reading.</p> <p>Reading Intervention for Years 1-6</p>

To decrease the number of PP absent or persistently absent.	To ensure Head of School & Inclusion Leader work together to decrease persistent absentees.
Improved outcomes for Vulnerable and anxious children. Support for those exhibiting mental health difficulties.	To ensure there is support from TAMHS for those children who need it to remove any barriers to learning.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

Programme	Provider

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.