

Pupil Premium Strategy 2020/2021

Summary information					
School	Ashford Church of England Primary School				
Academic Year	2020/21	Total PP Budget	£78,000	Date of most recent PP Review	N/A
Total number of pupils	403	Number of pupils eligible for PP	64	Date of next internal Review	July 2021
Current Attainment (end of KS2 2020)					
	Pupils eligible for PP at our school (outcomes are based on teacher assessment as there were no SATS tests in 2020 due to the COVID – 19 pandemic)		Pupils not eligible for PP (National average)		
% achieving expected standard or above in reading, writing & maths	(based on teacher assessment)		N/A (no data due to Covid -19 pandemic)		
% making expected progress in reading (as measured in the school)	(based on teacher assessment)		N/A (no data due to Covid -19 pandemic)		
% making expected progress in writing (as measured in the school)	(based on teacher assessment)		N/A (no data due to Covid -19 pandemic)		
% making expected progress in maths (as measured in the school)	(based on teacher assessment)		N/A (no data due to Covid -19 pandemic)		

Barriers to future attainment (for pupils eligible for PP)
Academic Barriers (issues to be addressed in school, such as poor language skills)
A. Pupil premium pupils with SEN make slow progress in Reading, Writing and Maths.
B. Reading comprehension is poor – This impact on reading attainment and maths problem solving where contexts have to be understood and interpreted before extracting maths.
C. Inconsistencies in the level of challenge in lessons
D Parental engagement and family difficulties contribute to low attendance and poor performance for some PP pupils.
E Emotional wellbeing and poor learning behaviours contribute to low aspirations and learning.

Intended Outcomes (specific outcomes and how they will be measured)	Success Criteria
A PP/SEN pupils' progress is in line with their peers. English and maths key skills improve and any gaps in attainment are closing.	PP pupils with SEN will make progress in line with their peers. Interventions are selective and impact on pupils with SEN. Teacher assessments indicate high rate of progress for all pupils.
B 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.	PP children discuss how they feel about making mistakes. PP pupils accept that it is okay to make mistakes.
C Improve teaching throughout the schools that all teaching is at least good.	Attainment gap and progress will get smaller or even close.
D Increased parental support and improvement in attendance figures for individual PP pupils.	Reduce the number of persistent absentees. PP attendance to not drop below 90% and to be in line with the rest of the school (above 96%).
E. Behaviours for learning is evident amongst pupils and improved behaviour and well-being impacts on pupil being ready to learn.	Fewer behaviour incidents noted and an improved attitude towards learning is observed. Earlier has an impact on the emotional well-being for pupils.

Review: Last Year's aims and outcomes (2019/2020)

Budget 2019/20 = £87,760

Action	Outcome
Continue to improve SEN/D skills for all staff	Due to the COVID 19 Pandemic some training to staff had to be postponed for the next academic year. This will have an impact to the skill sets we had planned our staff to have. These aspects have been incorporated into the strategy for the next academic year such as Differentiation, Precision Teaching, ASD strategies in the classroom and Dyslexia strategies. (£3,000 – Training Budget)
Improve teaching throughout the school so that all teaching is at least good	The quality of teaching will improve as a result of training given to teachers in line with the school's pedagogy. But due to COVID 19 Pandemic, a measure impact in relation to previous academic year could not be obtained. These aspects have been incorporated into the strategy for the next academic year. (£2,000 – Training Budget)
Pupils are able to talk about their feelings in a controlled way.	Lessons learnt—tighter tracking of pupil's evidence of growth in confidence from observations and progress in books. Pupils emotional profiling shows development - translation into class-based nurture via Moray child self-esteem assessments led by our ELSA lead. Some children had received Play Therapy to manage their emotions and behaviours which did have a good impact at the time but due to COVID 19 Pandemic, we seem to be struggling with our emotions at present. (4 children) (£10,000 – Training Budget and ELSA)
Additional interventions to accelerate progress	Target support accounted for over half of our Pupil Premium budget but this remains largely due to the school's demographic. The HSLW and SENCO work closely with the

	<p>children and families of vulnerable children which has contributed to a positive impact on the children's wellbeing which leads to better behaviour, attainment, and attendance. During Lockdown both the SENCO and HSLW worked closely with our vulnerable families providing support from guiding them to Food Bank Centres, listening to their concerns and pointing them in the right direction, to supporting them with Home learning. The families were called every week to check in with them. Similarly, money spent on EWO, Play Therapist has enabled us to better meet the needs of our Pupil Premium children, keeping their attendance at an acceptable percentage. Consequently, money will be spent in similar areas next year.</p> <p>(£70,000 – TLA Hours including, HSLW hours, SENCO hours, First Class at Number and Positive Behaviour Mentor roles)</p>
<p>Increased parental support and improvement in attendance figures</p>	<p>Higher engagement of parents coming into school – and we were beginning to notice more parents attending our termly coffee mornings with outside agencies.</p> <p>We have seen an impact of supporting parents with anxiety and building trust and support before low attendance becomes an issue. There is much work to be done in this area still.</p> <p>(£10,000 – HSLW and Attendance Officer Hours)</p>

Total: £95,000 (additional funds from delegated budget)

<p>Targeted PP children to close the Gaps in Maths, Reading & writing</p>	<p>Small groups in Year 2 & 6 with teachers & HLTA to ensure rapid progress for pupils in interventions.</p>	<p>EEF toolkit – small group studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains impact of small group tutoring by 4 months.</p>	<p>Year 2 & 6 team to coordinate booster groups, establishing which children would benefit the smaller groups to achieve the higher standard.</p>	<p>phase leader HB/LB</p>	
<p>Targeted PP pupils in Year 1-6 for speech and language.</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>	<p>EEF – oral language interventions aim to support learners’ articulation of ideas and spoken expression. Oral language interventions therefore have some similarity to approaches based on metacognition which make talk about learning explicit in classrooms.</p>	<p>ZN to ensure timetable for S& L Assistant provides sufficient time with each group/pupil</p>	<p>ZN</p>	<p>Total - TLA hours, Training Budget, SLT/SENCO hours, Specific Interventions- Positive Behaviour Mentor, , First Class at Number £65,000</p>

3.Other Approaches					
Action	Intended Outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve teaching of Reading throughout the school so that all teaching is at least good.	<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>	Daily reading will encourage children to take more of an interest and a love for books.	Discuss and monitor with the Beanstalk staff and track reading progress on Target Tracker	ZN	<p>Termly</p> <p>(Leadership Hours and Training £1500)</p> <p>Beanstalk Reading Project £2000</p>
To decrease the number of PP absent or persistently absent.	To ensure Head of School & Inclusion Leader work together to decrease persistent absentees.		Monthly attendance figures to PP leader to analyse with Attendance officer	RA	<p>Termly</p> <p>(HSLW worker and Attendance Officer £10,000)</p>

Improved outcomes for Vulnerable and anxious children. Support for those exhibiting mental health difficulties.	To ensure there are supports from TAMHS for those children who need it to remove any barriers to learning.	A course of support for children with identified mental health needs. TAMHS support worker to run a school clinic. Sutton Trust: Social Emotional learning + 4 months Behaviour intervention +3 months	Work closely with HSLW and teachers to ensure any vulnerable children with possible Mental health difficulties are supported. TAMHS support worker to work with these children.	ZN	July 2021 (HSLW and training budget £5000)
				Total Budgeted Cost	£85,000

Additional Detail
<p>Review Dates and Expectations</p> <ul style="list-style-type: none"> • All provision is reviewed at least termly (3 times a year) at data drops. • If children have not met the expected standard or made the expected progress then they will be discussed at pupil progress meetings and more appropriate provision will be put in place to ensure that they make better than expected progress. • Each disadvantaged child will receive individual input and feedback when they need it and at the level of their need in order of them to make accelerated progress. • Pupil Premium pupils are supported exceedingly well emotionally in order to enable them to access learning and develop emotionally, spiritually, physically and intellectually.

