Pupil premium strategy statement
Ashwell Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	10.7% (24 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2023-2024
Date this statement was published	
Date on which it will be reviewed	November 2024
Statement authorised by	Simon England - Headteacher
Pupil premium lead	Katie Andrews – Inclusion Lead/ DHT
Governor / Trustee lead	Ni Button - Inclusion Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,430 (£20,370 PP + £5,060 PP+)
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£2356
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£27,786 + EYFS PPG EYFS PPG Autumn - £362.70 Spring - TBC Summer – TBC

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.

The challenges our children may face are varied and there is no "one size fits all". Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. We will respond to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. We predict that the current and future cost of living crisis is going to significantly impact not only our disadvantaged pupils, but many others in our school community that have previously not been considered disadvantaged.

Our ultimate objectives are:
- ✓ To eradicate the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

How we aim to do this:
High-quality teaching for all 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.

Using robust diagnostic assessment, we will identify common challenges and individual needs and target our resources to support and overcome them. This may be through high quality small group provision or 1-1 support where needed. These strategic decisions around provision will encompass wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected.

Regular monitoring and review of our strategy will ensure our strategy is responsive to the individual needs and challenges our pupils face, and is timely and proportionate.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of literacy and numeracy compared to non PPG. *School data from July 2023 show that the numbers of PPG pupils who were working at ARE+ was:* *Reading – PPG 66.7% (12) / non-PPG 82.5%* *Writing – PPG 38.9% (7) / non-PPG 70.5%* *Maths – PPG 61.1% (11) / non-PPG 77%* *RWM combined working at ARE – PPG 0% / non-PPG 24.5%* *1/1 PP child passed the phonics screening check in Year 1. 1/1 PP child did not pass the phonics screening re-check in Y2.*
2	Increasing number of PPG pupils have experienced adverse childhood experiences, impacting on attendance, attainment, social emotional and mental health, readiness to learn and engagement in learning. *20.8% (5) PPG pupils CKSW*
3	Large number of PPG pupils new to the school *25% (6) of PPG are new to the school this academic year* *Vulnerabilities and backgrounds still being explored.*
4	PP status coupled with other needs, including SEND, CP, poor attendance, lateness, attachment. *50% (12) PP pupils have been identified as having multiple vulnerabilities.*
5	Wider family difficulties, including bereavement, mental health difficulties, cost of living crisis impacting attendance, aspirations for their children and resilience themselves. *16% (4) pupils/families have accessed additional in-school support/guidance from INCo in last year* *8% (2) pupils have accessed additional family support in the past 2 years.*
6	Narrow experience of life outside school. *Observations and pupil and parent voice have identified a number of PP pupil have narrow experiences outside of school. We predict this is going to worsen significantly as the cost of living crisis develops.*

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. Accelerated progress in English and Maths. Increased confidence levels in English and Maths.	- Gaps in learning are identified. - Quality Wave 1 teaching and targeted support fills identified gaps in learning. - Pupils make accelerated progress to close gap between PP and non-PP pupils, individually and collectively.
2. Empower pupils, who have experienced adverse childhood experiences with the necessary skills, resilience and emotional well-being to thrive in spite of their challenging pasts.	- Pupils develop effective coping mechanisms and emotional resilience, enabling them to better manage their emotions and respond to stressors in a healthy way - Pupils learn to bounce back from setbacks, persevere through challenges and view failures as opportunities for growth. - Support provided addresses individual SEMH and learning difficulties, promoting a love of learning and accelerated academic progress.
3. PPG pupils new to the school, and their families, will feel welcomed, included and valued in our school community, contributing to a positive sense of belonging and accelerated academic progress.	- Pupils develop positive relationships with peers and school adults. - Pupils demonstrate adaptability to new environments, routines and challenges - Gaps in learning and other vulnerabilities are quickly identified and necessary provision put in place - Attendance levels and punctuality are good. - Pupils make accelerated progress to achieve ARE or above
4. Pupil's multi vulnerability needs are met.	- Provision in school meets the individual and often complex needs of each pupil. - Tailored interventions and support mechanisms address individual needs
5. Parents and carers receive support for wider issues such as finance, relationships, housing, mental health.	- Parents engage with Family Support Worker. - Parents access support and advice from school - Some of parents' difficulties are resolved.
6. Pupils have access to wider life experiences, such as clubs and trips.	- Increase in number of PP pupils who attend extra-curricular clubs. - PP pupils attend school trips.

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: £7351

Activity	Evidence that supports this approach	Challenge number addressed
Staff CPD to improve quality wave 1 teaching Maths, English and EY TLA support SLT staff deliver staff training	High quality, Wave 1 teaching is the most effective way of targeting the needs of **all** pupils (EEF). Curriculum should meet needs of all learners, as outlined in curriculum intent statement.	1,2,3,4
Staff CPD to develop understanding of the additional needs of children who have experienced childhood trauma or adverse childhood experiences (ACEs). (Inclusion Lead to deliver the Virtual School's attachment aware and trauma informed training package and support staff with implementation of strategies/support.	Through further understanding of the neuroscience behind attachment and trauma that stops vulnerable children from accessing learning, staff can develop personalised classroom teaching and behaviour management strategies to enable vulnerable or disengaged pupils to make progress and also support their social and emotional learning. Evidence indicates that where a trauma-informed approach has been implemented that this improves experiences of [education] services and improves engagement. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1148546/Changing_Futures_Evaluation_-_Trauma_informed_approaches_REA.pdf Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,3,4

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

Budgeted cost: £15500

Activity	Evidence that supports this approach	Challenge number addressed
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by their life experiences.	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: One to one tuition	EEF (educationendowmentfoundation.org.uk) And in small groups:	1,2,3, 4

A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF Under review during 2023/24 academic year	
'Recovery' targeted support in KS2 Funding for small group teaching in addition to classroom provision to promote learning.	Smaller groups allow greater personal learning support and attention. Targeted attention helps boost confidence and motivation. Resources specifically meet the needs of individual learners. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3,4
Leadership and management time of INCO Leader	Effective management time dedicated by the INCO in the school allows PPG plan to be implemented, monitored and evaluated. It also allows time to support staff, children and parents.	All

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

Budgeted cost: £6274

Activity	Evidence that supports this approach	Challenge number addressed
Engagement of range of professionals and external agencies to support the multiple vulnerabilities of pupils and their families. - NHPSS, advisory services, Family Support Worker, Children's Services, therapists.	Multi vulnerabilities of PPG pupils identified as a significant barrier to learning. Engaging agencies and professionals ensures school puts in place highly specialised, effective provision. Improving parental engagement is proven to impact children's learning. There are also higher impacts for pupils with low prior attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2, 3, 4, 5
Targeted support for social, emotional and mental health difficulties - Dedicated time of two ½ days per week given to MHC for interventions with pupils. - Ongoing training for MHC and other relevant staff members.	Social, emotional and mental health difficulties are one of the main barriers we identify in our pupil premium pupils making good progress. Allocated nurture time will help support these difficulties so pupils are more able to engage in their learning. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2, 3, 4,5
Financial support Trips / school uniform etc	Providing financial support for these disadvantaged children enables them to access wider opportunities and provides support with items such as school uniform so that they are ready and prepared for the school day feeling comfortable and confident therefore ready to learn.	

Total budgeted cost: £29,125

Outcomes for disadvantaged pupils

Desired outcomes	Actions from Plan	Progress & Impact to date
Accelerated progress in English and Maths. Increased confidence levels in English and Maths.	Staff CPD to improve quality Wave 1 teaching - Maths, English and EY TLA support - SLT staff deliver staff training Involvement of subject leaders to increase priority of meeting PPG pupil's needs in their subject areas. Review of phonics teaching in EY, KS1 and beyond.	➢ English, Maths and EY Leaders engaged with HfL advisory packages improving teaching for all. ➢ Refinement of new phonics strategy and teaching sequence ensured consistency and improve resources such as fully decodable matched books. 100% (1) PPG pupils passing phonics screening Y1 ➢ Pupil Progress and Attainment Discussions (PPADS) took place termly, as did Core Curriculum Conversations (CCCs) and Performance Development Interviews (PDIs). Each have PPG progress as a focus. ➢ Targeted support from TAs provided additional support through small group work, 1-to-1 interventions and additional support: 17/18 PPG pupils received targeted support at some point across the year, ➢ 66.7% of disadvantaged pupils at ARE+ in reading decreased by 5% compared to 2021-22. ➢ 38.9% of disadvantaged pupils at ARE+ in writing decreased by 3% compared to 2021-22. 77.0% of disadvantaged pupils at ARE+ in maths increased by 30% compared to 2021-22.

Reading	Writing	Maths

Reading — Pupil Premium

2	(3)	66.7%
1	(1)	100.0%
0	(1)	0.0%
2	(2)	100.0%
2	(2)	100.0%
4	(8)	50.0%
1	(1)	100.0%
12	(18)	66.7%

Writing — Pupil Premium

2	(3)	66.7%
0	(1)	0.0%
0	(1)	0.0%
0	(2)	0.0%
1	(2)	50.0%
4	(8)	50.0%
0	(1)	0.0%
7	(18)	38.9%

Maths — Pupil Premium

2	(3)	66.7%
1	(1)	100.0%
0	(1)	0.0%
1	(2)	50.0%
2	(2)	100.0%
4	(8)	50.0%
1	(1)	100.0%
11	(18)	61.1%

Desired outcomes	Actions from Plan	Progress & Impact to date
Gaps in learning as a result of COVID-19 are filled and pupils are back to pre-COVID attainment levels or better.	Funding for small group teaching in addition to classroom provision to promote learning. Catch up Tutoring undertaken by qualified teaching staff	➢ 3 PPG pupils accessed school led tutoring. ➢ Catch up tutoring across KS2 prioritised PPG pupils as well as those with poor engagement in home learning. ➢ Targeted support from TAs provided additional support through small group work, 1-to-1 interventions and additional support: 17/18 PPG pupils received targeted support at some point across the year, ➢ 66.7% of disadvantaged pupils at ARE+ in reading decreased by 5% compared to 2021-22. ➢ 38.9% of disadvantaged pupils at ARE+ in writing decreased by 3% compared to 2021-22. ➢ 77.0% of disadvantaged pupils at ARE+ in maths increased by 30% compared to 2021-22.

Pupils in EYFS make accelerated progress in communication and language area of development.	EYFS and Year 1 communication training for staff.	➢ Y1 staff undertook ELKAN training and disseminated to team ➢ Delivery of targeted Wellcomm and Articulation interventions ➢ EYFS staff accessed training from SALT on Developmental Language Delay, and stammering. ➢ 50% (1) PPG EYFS attained EXS for CL / 83% (24) non-PPG ➢ 50% (1) PPG pupil progressed from WTS to EXS in CL
Pupil's multi vulnerability needs are met.	Close relationship with NHPSS, FSW, advisory teachers and Children's services. Dedicated INCo time to monitor, review and implement support for PP pupils as needed. School has a trained Mental Health Champion, who works with individuals and small groups. Dedicated time of two ½ days per week given to MHC for work with pupils. Ongoing training for MHC and other relevant staff members. Therapy Dog.	➢ New INCO has continued to provide staff with support that has had a positive impact on the provision for children. ➢ 2 referrals to the FSW – both considered vulnerable/disadvantaged ➢ 3 referrals to NHPSS – all 3 considered vulnerable/disadvantaged ➢ 2 pupils who saw our MHC qualified as PPG, a further 3 were considered vulnerable/disadvantaged. Teacher and pupil feedback through Provision Map and Pupil Voice provided evidence of positive effect on wellbeing and self-esteem. ➢ 2 pupils who saw Hector our Therapy Dog each week qualified as PPG. 2 further pupils were considered vulnerable/disadvantaged. Provision Map provides evidence of positive impact on self-esteem and engagement in reading.
Parents and carers receive support for wider issues such as finance, relationships, housing, mental health.	Contribute towards cost of area Family Support Worker.	➢ Continued good relationship with FSW who supports a number of our families, as well as provides support for school staff working with most vulnerable families. Wealth of knowledge and expertise from her varied role. FSW delivered 'Cost of Living' workshop for parents and provided ongoing support and advice to the school.

Pupils have access to wider life experiences, such as clubs and trips.	Contribution to school trips
	Fund extra-curricular activities such as sports clubs or music provision.
		➢ PPG children now being heavily supported to enable them to access enrichment activities:
		   o Easter holiday club
		   o School trips
		   o Residential visits
		   o Sports clubs
		➢ This support has also incorporated a wider number of disadvantaged families who were not eligible for PPG funding. For our October 2022 Year 5 residential, school financially supported 1/3 of pupils to attend.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Before and after school clubs. Holiday clubs.	Premier Education LTD

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
NA

The impact of that spending on service pupil premium eligible pupils
NA

Further information

As a school we are in the extremely advantageous position of having access to a trust fund set up to support the children of Ashwell village.

Successful funding applications have provided improvements in the school environment, including dedicated intervention rooms and the provision of nature gardens and friendship zones. The fund enables us to spend above and beyond the PPG grant to support our disadvantaged pupils. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to respond to secure better outcomes for pupils.