# Pupil premium strategy statement 2022-23

## 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

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| Detail | Data |
| School name | Ashurst Wood Primary |
| Number of pupils in school | 132 |
| Proportion (%) of pupil premium eligible pupils | 10.6 % (14 pupils)  *(From September 2022 we have 20 children 15% who will be supported on the above budget)* |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/22 to 2023/24 |
| Date this statement was published | 1.11.22 |
| Date on which it will be reviewed | 1.10.23 |
| Statement authorised by | Lisa Hobby |
| Pupil premium lead | Lisa Hobby |
| Governor / Trustee lead | Jacquie Russel (As of September 22) |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £24,210 |
| Recovery premium funding allocation this academic year | £ 1746 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £13,687 |
| **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 | £39,987 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **Principles**  We ensure that teaching and learning opportunities meet the needs of all pupils, irrespective of their background or the challenges that they face.  We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed  We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.  Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.  All members of staff and the governing body accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.  **Objectives**   * To raise attainment in reading, writing, GAPS and maths for PPG children. * To ensure that no child is excluded from enrichment activities due to financial constraints. * To improve social emotional, mental health and wellbeing in order for children to be ready to learn * To 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.

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| Challenge number | Detail of challenge |
| 1 | Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due early childhood experiences or parental mental health. These challenges particularly affect disadvantaged pupils, including their attainment.  Referrals for emotional support have dramatically increased since the pandemic and as a result we now have a school ELSA, a sensory room and access to a play therapist. |
| 2 | Observations, assessments and discussions with children indicate that our disadvantaged children have less access to books at home and read less frequently with an adult. This not only impacts their reading but acquisition of rich vocabulary and understanding. |
| 3 | Social disadvantage - Single parents which make working and childcare a challenge. Overcrowded housing. Parents with Educational needs. |
| 4 | Our assessments and observations indicate that the education (and wellbeing) of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths. |
| 5 | The attainment of our PP children is below those who are non- pupil premium. (focus on PP children who are nor SEND) |

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## 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.

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| Intended outcome | Success criteria |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2023/24 demonstrated by:   * qualitative data from student voice, student and parent surveys and teacher observations * all children able to identify and self-regulate emotions (Zones of regulation) * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| Improved maths attainment for disadvantaged pupils across the school | All children especially our disadvantaged children have improved their understanding and confidence in maths resulting in improved standardised scores and end ok KS2 outcomes. |
| Improved reading attainment among disadvantaged pupils. | All Disadvantaged children (Who do not have SEND) are meeting the national milestones by 2024 |
| That no child misses out on extracurricular opportunities such as school trips, learning an instrument or clubs. | All children have attended school trips and where children have identified a club which they wish attend or an instrument they want to take up they have done so. |
| Children who are dysregulated are able to use the tools they have been provided to then be able to access learning in the classroom. | These children are able to demonstrate what they have learnt, retain learning and apply this in school hours. (This is not limited to the classroom) |

## 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: £ 12,139

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Membership of the National College training package | This membership enables 8 members of staff / Governors to have access to high quality training on the curriculum, SEND, Ofsted, etc. |  |
| Tuition for identified children | DFE catch up finding and EFF research | 4 |
| Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted  and administered correctly. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  [Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests) | 4 / 5 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). | 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)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 4 / 5 |
| Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff  ELSA support for identified children. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  [EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 1 |

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

Budgeted cost: £ 23,485

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Daily interventions tailored to the individual child’s needs. For example 1st class at number / Booster phonics sessions. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 / 5 |
| Contribution towards an Individual needs assistants for those children who have an EHCP and are PP | This is to support a child who has an EHCP and are also in receipt of FSM | 1 / 3 |
| Pastoral support for PP children who become dysregulated in class and need 1-1 support to calm and access learning | We have some children that due to childhood trauma are not able to access learning as they become dysregulated. This support not only enables the children to access learning but decreases the impact that their behaviour has on the rest of the class. | 1 / 3 |
| Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers | 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)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 4 / 5 |
| Access to a new support software Doodle maths and doodle literacy. This will be used for daily homework and in school targeting those children do not have support at home. | We have found that a significant number of our PP children do not have support with homework but do have access to electronic devises. We have therefore found that by targeting homework through this platform these children are more lightly to be learning at home. | 2 / 4 / 5 |

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

Budgeted cost: £ 4005

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provision of wrap around care | We have some single parents who are in receipt of Universal credit and FSM who want to work but cannot finance child care and we therefor provide two free sessions a week per child.  For the identified children this prevents one child from being cared for by a Y 7 sibling therefore easing the young carer burden on them. | 3 |
| Training for four key staff on therapeutic thinking.  *This builds on staff training from Paul Dix and annual childhood trauma training* | Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk) | 1 / 4 |
| Cool Milk subscription | This provides identified children with access to a daily drink of milk. | 3 |
| Funding school trips | This enables all children to access class trips and the Y6 residential trip. If we did not support our families with this, they would be excluded from the activities and the enrichment it provides. | 3 |

**Total budgeted cost: £ 39,629**

# 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.

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| Intended outcome  (Three-year plan) | Success criteria | Progress /outcomes year 1 – 2021-22 |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2023/24 demonstrated by:   * qualitative data from student voice, student and parent surveys and teacher observations * all children able to identify and self-regulate emotions (Zones of regulation) * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils | * Parent survey indicated that 95.5% of parents feel their children are happy at school. |
| Improved maths attainment for disadvantaged pupils across the school | All children especially our disadvantaged children have improved their understanding and confidence in maths resulting in improved standardised scores and end ok KS2 outcomes. | * In maths our PP children have gained in confidence through the mastery approach. In KS1 where the children have received this approach for longer In KS2 SATs 100% met and 25% (1 child) was at greater depth. * Confidence as articulated by pupils is improving in KS2. |
| Improved reading attainment among disadvantaged pupils. | All Disadvantaged children (Who do not have SEND) are meeting the national milestones by 2024 | * The impact of individual support with reading has had a measurable impact, particularly in KS2. We continue to have a large group of children who do not read regularly at home and who need additional support. |
| That no child misses out on extracurricular opportunities such as school trips, learning an instrument or clubs. | All children have attended school trips and where children have identified a club which they wish attend or an instrument they want to take up they have done so. | * Through approaching individual families and inviting to after school opportunities there has been an increase in children accessing these. E.g. three children PP joined the creative writing club through this approach. All children have accessed school trips for example the whole school trip to the theatre. |
| Children who are dysregulated are able to use the tools they have been provided to then be able to access learning in the classroom. | These children are able to demonstrate what they have learnt, retain learning and apply this in school hours. (This is not limited to the classroom) | * The children are all aware of zones of regulation and generally use this to help with self-regulation. There are a few children who need additional support when dysregulated |

## 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*

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| Programme | Provider |
| 1st class at number | Every child counts |
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the implementation of activities. 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 secure better outcomes for pupils