

Pupil premium strategy 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	Ashleigh Primary School and Nursery
Number of pupils in school	481
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	John McConnell
Pupil premium lead	Hannah Meek
Governor / Trustee lead	Carolyn Ellis-Gage

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,215
Recovery premium funding allocation this academic year	£8,374
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,587
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	£97,176

Part A: Pupil premium strategy plan

Ashleigh Primary School is a large Primary School in Wymondham. We are one of three Primary Schools serving our growing town community. We have transitioned from an infant school into a high-performing Primary School and we pride ourselves on our goal of making 'inclusion a reality' for all pupils.

Our school philosophy is that the school staff, parents and governors will work together to make a difference to all children. At Ashleigh, we all work hard to ensure that inclusion is a reality for all of our children and that everyone feels valued and a part of our learning community. At Ashleigh we believe we are 'All different, all equal, all learning'. Our aim is to ensure that children eligible for the Pupil Premium Grant (PPG) make good progress as they move through the school. We recognise that excellent teaching is the most important lever schools have to improve outcomes for disadvantaged students and therefore we aim to offer education which is challenging, enjoyable and knowledge rich. We will have succeeded if our students show readiness for learning, readiness for life and are given the chance to achieve the best results possible.

At Ashleigh Primary School, we are extremely proud that children receiving PPG funding have historically achieved high standards at the end of KS2. Last year, the results for children eligible for PPG were higher than the national standards for 'All pupils' in Reading, Writing and Maths. In Maths, 100% of PP children achieved the expected standard or higher and average scaled scores showed that PP children are securely achieving the expected standard across all areas. Whilst we are proud of this achievement, we know that the landscape of education for disadvantaged children has changed significantly over the last few years. Our analysis tells us that disadvantaged pupils have been impacted by partial school closures to a greater extent than their peers (this finding is supported by National research studies). We know that to maintain the high standards we have previously achieved, we must put all of our energy into ensuring that disadvantaged children receive excellent teaching, which allows them to make strong progress across the curriculum.

At the heart of our Pupil Premium Strategy is a determination to understand the needs of every individual child, to ensure our provision can effectively meet their needs and to help them to overcome any barriers to learning. We use evidence-informed research to make decisions on the best approaches for all of our students.

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring all students have access to high quality teaching and learning in every lesson.
- Closing attainment gaps between disadvantaged students and their peers where they exist.
- Providing targeted academic support for students who are not making the expected progress.
- Addressing non-academic barriers to attainment such as attendance, behaviour, mental health and adverse childhood experiences.
- Working with parents to ensure that children have the necessary resources for learning and are given opportunities to participate in extra-curricular activities.

Statement of intent

Challenges

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

Challenge number	Detail of challenges faced by some of the children receiving the Pupil Premium Grant.
1	<p><u>Speech and Language/ Vocabulary acquisition</u></p> <p>NELI assessments, observations and conversations with children indicate gaps in oral language skills and vocabulary for many disadvantaged pupils. These are evident from Reception to Year 6 and impact upon the child's ability to access the curriculum.</p>
2	<p><u>Phonics and Reading</u></p> <p>Read, Write, Inc tracking from the last academic year, observations, intervention impact grids and pupil progress meetings show us that disadvantaged pupils generally have more difficulty with phonics than their peers. Although the overall percentage of children in Year 1 who passed the phonics screening was 85.5%, only 57.1% of children receiving PP funding, passed the phonics screening in Year 1 in 2022.</p> <p>Lesson observations in 2020-21 showed that there was a need for a consistent systematic, synthetic phonics programme linked to reading books. Last year, we implemented the Read, Write, Inc scheme and have seen the positive impact of this consistent approach, however staff turnover means that we need a rigorous training programme to ensure that the programme is embedded effectively.</p> <p>Our KS2 SATS results showed that disadvantaged pupils at Ashleigh outperformed National for 'All pupils'. However, the KS1 Reading results for children with PP funding were below National (All Pupils). The percentage of PP children achieving the expected standard or higher in reading at the end of Year 2 was 36.4%. This was 32.4% lower than non-PP children.</p>
3	<p><u>Writing</u></p> <p>Our assessments and observations indicate that the education of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are in line with what has happened at a national level.</p> <p>At Ashleigh, this has resulted in knowledge gaps leading to pupils falling behind age-related expectations. Internal data analysis shows us that the year groups particularly affected by this have been Years 3,4 and 5. Attainment in writing across the school is lower than in Reading and Maths. Lesson observations, book scrutiny and conversations with staff and pupils has also shown us that there is need for a greater consistency in the teaching and assessment of writing.</p>

4	<p><u>Training and development of Staff</u></p> <p>EEF research tiered approach and our own observations show that the most important lever for academic outcomes for disadvantaged children is excellent teaching.</p> <p>A potential challenge that Ashleigh faces this year is that there were a number of staff changes as at the end of the last academic year. Some of our experienced teachers moved on to other roles and so this academic year we have 5 Early Career Teachers (ECTs) within our setting. This means that our training and development of high- quality teaching and learning is of the utmost importance to ensure that disadvantaged children make strong progress across the curriculum.</p>
5	<p><u>Social, Emotional and Mental Health</u></p> <p>Thrive, ELSA and Boxall assessments as well as Strengths and Difficulties questionnaires show us that a higher proportion of disadvantaged children have social, emotional and mental health needs, than their peers, including those children who have had Adverse Childhood Experiences. This ties in with external studies that the wellbeing of the groups most affected by school closure were the disadvantaged children and their families.</p>
6	<p><u>Attendance</u></p> <p>Whilst whole school attendance last academic year was at 94.31% attendance for disadvantaged pupils was 92.52%. Some disadvantaged pupils have been considered persistent absentees. Last academic year, 6.3% (24 children) of all pupils were persistently absent. 20% of this figure (5 pupils) were PP children. This impacts upon their access to the curriculum and necessary interventions.</p>
7	<p><u>Funding for Extra-Curricular Activities</u></p> <p>Some children have had limited cultural or extra-curricular experiences. This can impact on their vocabulary acquisition and ability to access a knowledge-based curriculum. Our analysis of club attendance has shown that without funding support, some disadvantaged children do not get the opportunity to partake in extra-curricular activities.</p>
8.	<p><u>Cost of Living Crisis</u></p> <p>In the current National cost of living crisis, we believe that there will be a need to have a contingency fund to allow disadvantaged families the access to funding to cover things such as uniform and resources to ensure that children are ready for learning.</p>

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. Improved oral language skills and vocabulary among Pupil Premium pupils.	Assessments, observations and Pupil Book Study across the curriculum shows the impact of our vocabulary teaching as children become able to talk fluently about their subjects, articulating the key concepts on the knowledge organisers using the vocabulary taught.															
2. Improved phonics attainment for Pupil Premium children.	<p><u>Targets for Year 1 and 2 phonics</u></p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Total number of pupils with PP funding</th> <th>Number of chn on SEN register</th> <th>Number of children in expected level phonics group</th> <th>Target for number of children in expected level phonics group at the end of 22/23</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>6</td> <td>1</td> <td>2</td> <td>4</td> </tr> <tr> <td>2</td> <td>7</td> <td>3</td> <td>4</td> <td>4</td> </tr> </tbody> </table> <p>Target for Year 2= the three SEN children who are currently working below the expected standard will progress by 3 RWI groups this academic year.</p> <p>Internal data analysis shows a closing of the gap between Ashleigh Pupil Premium and non-Pupil Premium.</p>	Year Group	Total number of pupils with PP funding	Number of chn on SEN register	Number of children in expected level phonics group	Target for number of children in expected level phonics group at the end of 22/23	1	6	1	2	4	2	7	3	4	4
Year Group	Total number of pupils with PP funding	Number of chn on SEN register	Number of children in expected level phonics group	Target for number of children in expected level phonics group at the end of 22/23												
1	6	1	2	4												
2	7	3	4	4												
3. Improved progress in writing for PP children.	<p>The writing books for every Pupil Premium child show that children make rapid progress and the impact of High Quality Teaching.</p> <p>Internal data analysis shows a narrowing of the gap between Ashleigh PP children and their peers nationally, particularly in Years 3,4 and 5.</p>															
4. All children received consistent high-quality teaching and intervention across the curriculum.	<p>Monitoring of assessment data and pupil progress meetings show that more PP children are at the expected standard or higher in all three subjects at the end of the year compared with the beginning of the year.</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Total number of PP children</th> <th>Number of chn with SEN</th> <th>Number of children expected +in R,W,M end of 21-22</th> <th>Target for expected + in R,W,M July 2023</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>7</td> <td>3</td> <td>3</td> <td>4</td> </tr> <tr> <td>3</td> <td>12</td> <td>6</td> <td>4</td> <td>7</td> </tr> </tbody> </table>	Year Group	Total number of PP children	Number of chn with SEN	Number of children expected +in R,W,M end of 21-22	Target for expected + in R,W,M July 2023	2	7	3	3	4	3	12	6	4	7
Year Group	Total number of PP children	Number of chn with SEN	Number of children expected +in R,W,M end of 21-22	Target for expected + in R,W,M July 2023												
2	7	3	3	4												
3	12	6	4	7												

	4	9	4	2	4
	5	9	3	1	5
	6	11	5	2	7
	Intervention Impact Grids (monitored by the Inclusion Lead) show that PP children make good progress in interventions.				
5. Children in need of SEMH support are identified early and given appropriate targeted intervention so that they can achieve their academic potential.	<p>Individual Thrive/ELSA assessments show the positive impact of Thrive interventions over time.</p> <p>Termly pupil survey shows a change in pupil wellbeing following SEMH support.</p> <p>Case studies will be used to show the global impact on children's academic engagement and progress.</p>				
6. Pupil Premium attendance is in line with the whole school target of 96.5%	<p>Attendance data for disadvantaged children will be in line with non- disadvantaged and meet the whole-school target of 96.5%</p> <p>Early intervention plans will evidence the support given to any persistent absentees and attendance percentages will improve following these plans.</p>				
7. Children receiving Pupil Premium Funding will have access to a range of cultural experiences through a carefully mapped broad and balanced curriculum.	<p>Pupil Book Study and Subject Leader portfolios will evidence the impact of trips and experiences on outcomes for pupils.</p> <p>Clubs analysis will show that PP children who would like to attend an after school club have access to this.</p>				
8. All children will have the resources they need to be 'ready for learning.'	<p>CPOMS and PSA log evidences additional support for families including (Early Help, PSA support, uniform funding etc.)</p>				

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: £31,695

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed the Read, Write Inc. programme as our systematic approach to synthetic phonics through a rigorous approach to training and development of staff and a forensic approach to assessment and intervention.</p>	<p>EEF Toolkit</p> <p>1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>3. The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>We are implementing the use of the Read, Write, Inc reading books recommended by the DfE and meeting the Ofsted Framework: “At the early stages of learning to read, reading materials are closely matched to learners’ phonics knowledge” (Ofsted Framework, updated July 2021)</p> <p>SIDP Pillar 3</p>	<p>2</p>
<p>Create a culture of coaching and feedback amongst all staff through high quality CPD, peer observation and collaborative working. High standards of support for ECTs ensures that all children have access to excellent teaching.</p>	<p>EEF “Effective Professional Development guidance”report states that quality CPD should be based upon ‘mechanisms’ which- “build knowledge, motivate staff, develop teaching techniques and embed practice.”</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1668765088</p>	<p>1,2,3,4</p>

	<p>Our Teaching and Learning CPD includes a cycle of evidence informed research (building knowledge) modelled examples, practice of teaching techniques, peer observation and feedback.</p> <p>The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children’s learning. (Sutton Trust 2011)</p> <p>SIDP Pillar3& 5</p>	
<p>Develop a new English curriculum which focuses on Oracy and vocabulary development.</p>	<p>EEF Toolkit- Oral Language interventions +6 months</p> <p>“Evidence suggests that Oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to the current content being studied in school, and when the involve active and meaningful use of any new vocabulary”</p> <p>SIDP Pillar 7</p>	1,3
<p>Inclusion Lead oversees intervention impact analysis and groups data analysis to ensure that the PP strategy is having the intended impact.</p> <p>Inclusion lead contributes to: standards meetings, ECT support, spotlight meetings, SEN meetings, staff CPD etc. to gain insight into how the PP strategy is being implemented.</p>	<p>EEF – “Putting evidence to work – A school’s guide to implementation” (2019) states that successful implementation should:</p> <p>“build leadership capacity through implementation teams” The inclusion lead and the headteacher will provide a link between these teams, ensuring that the PP strategy is implemented well and that they “Use implementation data to actively tailor and improve the approach.”</p> <p>SIDP Pillar 2,3,6,7,9</p>	1-8
<p>Provide training opportunities (external CPD, coaching, staff meetings, ECT support) which develop the knowledge and understanding of SEN and inclusion so that SEN is identified early and children have the best access to evidence informed teaching.</p>	<p>EEF–“Special educational needs in mainstream” (March 2020) – Recommendations:</p> <ol style="list-style-type: none"> 1. Create a positive and supportive environment for all pupils, without exception 2. Build an ongoing, holistic understanding of your pupils and their needs 3. Ensure all pupils have access to high quality teaching 	1,2,3,4,5

	<p>4. Complement high quality teaching with carefully selected small-group and one-to-one interventions</p> <p>5. Work effectively with teaching assistants</p> <p>“Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.”</p> <p>SIDP Pillar 5&6</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £21,449

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality evidence based intervention delivered by PP lead, class teachers and TAs (PIXL, NELI, Talk Boost, Precision Teaching, RWI tutoring)</p>	<p>The Education Endowment Fund (EEF) rates high quality feedback as one of the most effective interventions: “Feedback studies tend to show very high effects on learning. +6 months” PIXL provides a forensic approach to formative and summative assessment to ensure that support is targeted specifically. Enabling small group PIXL interventions led by the class teacher or TA provides frequent opportunities for high quality feedback.</p> <p>In School evidence (2021 outcomes) show that the use of PIXL assessment and therapies in Year 6 was successful in narrowing the gap for PP children.</p> <p>EEF Small group tuition = + 4 months. EEF toolkit states: “Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs.” The PIXL approach enables teachers to be forensic in their small group tuition.</p> <p>Ashleigh OFSTED report 2018 “Disadvantaged pupils often make better progress than other pupils, so that any differences between the two groups are rapidly diminishing. This is due to outstanding teaching, learning and assessment, aided by the highly effective targeted support from the skilled pupil premium teacher.”</p>	<p>1,2,3,4</p>

	NELI intervention is being used in Reception. This was DfE recommended catch up approach. Oral Language intervention -EEF toolkit= +6 months.	
Continue to embed Thrive, ELSA and Benjamin Foundation into our SEMH provision for disadvantaged children.	Metacognition and self-regulation EEF toolkit = +7 months SEL interventions EEF Toolkit + 4 months. SIDP Pillar 6	5,6,8
Design a programme of challenge, support and coaching for TAs to ensure that the delivery and assessment of interventions is of the highest standard.	EEF toolkit states that “investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving pupil outcomes” It focuses on the importance of deploying teaching assistants effectively and providing ongoing training. “Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.” TAs delivering targeted interventions EEF toolkit +5 months. SIDP Pillar 3&5	2,3,4

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

Budgeted cost: £44,032

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ukulele and African drumming delivered by music specialists	EEF toolkit- Arts Participation +3 months on academic outcomes. “Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.” (EEF Toolkit)	7

<p>Additional Forest Schools provision for Year 1 and 2.</p>	<p>EEF toolkit- Metacognition and self-regulation +7 months.</p> <p>Progress reports from last year’s forest schools sessions show the impact on social and emotional learning for disadvantaged children.</p> <p>SIDP Pillar 6</p> <p>See SIDP Pillar 7. “A rich and creative curriculum, within <u>and beyond the classroom</u>, fully meeting the needs of individuals and groups of students.”</p>	<p>5,7</p>
<p>Funding to be used to ensure equal opportunities for children, helping them to access to the broad and balanced curriculum (Trips and Clubs, instrumental lessons, Art projects and experiences, uniform).</p>	<p>EEF toolkit- Arts Participation +3 months on academic outcomes.</p> <p>See SIDP Pillar 7. “A rich and creative curriculum, within <u>and beyond the classroom</u>, fully meeting the needs of individuals and groups of students.”</p>	<p>6, 7</p>
<p>Inclusion Lead will work closely with attendance lead (PSA) and safeguarding team to ensure the highest quality family support is in place.</p>	<p>EEF Toolkit- Parental engagement +4 months.</p> <p>SIDP “Pillar 10. Keeping children safe woven through every aspect of the school’s work.”</p> <p>SIDP Pillar 6</p>	<p>5,6,7,8</p>
<p>Work with Ormiston Families (Supporting Smiles) to provide a level of mental health support which reaches beyond school life, builds partnerships with parents and carers and addresses emotionally-based school avoidance.</p>	<p>Anecdotal evidence from parents who completed the programme last year, assessments from closure letters and conversations with pupils and staff/ CPOMS records show the positive impact of working with the MHST last year.</p> <p>MHST Parent- Led interventions are based upon research and clinical practice.</p> <p><u>EEF Toolkit- SEL interventions</u> + 4 months “Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and</p>	<p>5,6</p>

	engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.” SIDP Pillar 6 &8	
Termly pupil surveys are used to assess wellbeing and attitudes to learning. Action plan to be created following each survey.	“Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community” (Ofsted Framework 2019- Behaviour and Attitudes- Outstanding grade descriptor) SIDP Pillar 4,6, 10	5,6,7,8

Total budgeted cost: £97,176

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.

RAG rating of approaches used this academic year:

Aim	Target	Target Date	RAG rating	Outcomes	Next Steps												
1. Children will be explicitly taught Tier 2 and 3 vocabulary needed to be fluent and articulate across the curriculum.	<p>Curriculum planning coversheets will show the Tier 2 and Tier 3 vocabulary to be explicitly taught.</p> <p>Subject leader portfolios to show the impact of vocabulary teaching. This may include evidence from pupil book study, low stakes quizzes and evidence from learning walks.</p>	July 22		<p>Summer Term lesson observations showed the impact of the curriculum. Children who receive PP funding were able to confidently use vocabulary identified on the knowledge organisers to show understanding of their learning.</p> <p>Unit plans and knowledge organisers show the vocabulary which will be taught in each unit. Step planning shows how vocabulary will be taught and revisited across a unit of learning.</p> <p>Some subject leaders have completed Pupil Book Study</p>	<p>Developing use of floor books to capture the impact of class discussions.</p> <p>Subject leader reports to evaluate the impact of the curriculum? Teachers meetings next term to review the impact of subjects.</p>												
2. Phonics outcomes for Pupil Premium children are in line with national average for disadvantaged	Achieve national average expected standard in PSC for current disadvantaged	July 22		<table border="1"> <thead> <tr> <th colspan="4">Comparison of Ashleigh Phonics results 2019 and 2022</th> </tr> <tr> <th>All Pupils 2019</th> <th>All Pupils 2022</th> <th>PP pupils 2019</th> <th>PP pupils 2022</th> </tr> </thead> <tbody> <tr> <td>84%</td> <td>85.5% (National 75%)</td> <td>44%</td> <td>57% (National 62%)</td> </tr> </tbody> </table>	Comparison of Ashleigh Phonics results 2019 and 2022				All Pupils 2019	All Pupils 2022	PP pupils 2019	PP pupils 2022	84%	85.5% (National 75%)	44%	57% (National 62%)	Embed Read Write Inc programme and monitor the impact.
Comparison of Ashleigh Phonics results 2019 and 2022																	
All Pupils 2019	All Pupils 2022	PP pupils 2019	PP pupils 2022														
84%	85.5% (National 75%)	44%	57% (National 62%)														

<p>children. The gap between Ashleigh Pupil Premium and non-Pupil Premium results is closing.</p>	<p>children in Year 2.</p> <p>Achieve national average expected standard in PSC for Year 1.</p> <p>Internal data analysis shows a closing of the gap between Ashleigh Pupil Premium and non-Pupil Premium.</p>			<p>The difference between 'all pupils' and PP results in 2019 was 40% and now the difference is 28.5%. The three children who did not achieve expected standard are on the SEN register (1 child has an EHCP)</p> <p>Although Ashleigh outperformed National Phonics results for Year 1 for 'All Pupils' there was a 5% gap between the performance of Ashleigh PP children and National PP children. This may be due to the fact that the children who did not pass also have SEN and the National result for SEN pass rate was 38%.</p> <p>91% of Year 2 children with PP funding (10/11 pupils) passed the phonics screening.</p> <p>1/11 Year 2 child with an EHCP did not pass the phonics screening.</p>	<p>Mrs Meek to monitor the impact of RWI tutoring for PP children moving into Year 2.</p> <p>Monitor phonics progress of child with EHCP moving into Year 3. Additional phonics intervention group for PP children who only just passed the screening.</p>												
<p>3. Pupil Premium children make accelerated progress in reading.</p>	<p>Achieve above national average attainment and progress scores in KS2 Reading.</p> <p>Achieve National average for KS1 reading</p>	<p>July 23</p>		<p>KS2 SATS results for Pupil Premium Reading was 82%. This is higher than national average for all pupils (74%).</p> <p>The average scaled score for PP Reading was 103, showing that children are securely achieving the expected standard.</p> <p>There was also a 7% improvement from the KS2 Reading average for PP children at Ashleigh in 2019 (75%)</p> <table border="1" data-bbox="804 976 1602 1133"> <thead> <tr> <th colspan="4">Comparison of Ashleigh KS1 Reading Results 2019 and 2022</th> </tr> <tr> <th>All Pupils 2019</th> <th>All Pupils 2022</th> <th>PP pupils 2019</th> <th>PP pupils 2022</th> </tr> </thead> <tbody> <tr> <td>75%</td> <td>68% (National 67%)</td> <td>43%</td> <td>36% (National 51%)</td> </tr> </tbody> </table> <p>This will need to be an area of focus next year. Read Write Inc has impacted on phonics results for PP children this year, however it needs more time to extend to fluency and comprehension skills for the children who missed almost 2 years of phonics teaching.</p> <p>Targeted Recovery Premium reading intervention in Year 3 has successfully improved reading scores. The table below shows the percentage of children at</p>	Comparison of Ashleigh KS1 Reading Results 2019 and 2022				All Pupils 2019	All Pupils 2022	PP pupils 2019	PP pupils 2022	75%	68% (National 67%)	43%	36% (National 51%)	<p>Embed RWI to develop fluency and comprehension skills.</p> <p>Continue to embed accelerated reader.</p> <p>Phonics and reading interventions to continue to be monitored closely by Inclusion Lead to ensure impact.</p>
Comparison of Ashleigh KS1 Reading Results 2019 and 2022																	
All Pupils 2019	All Pupils 2022	PP pupils 2019	PP pupils 2022														
75%	68% (National 67%)	43%	36% (National 51%)														

				the expected standard when compared to the national PIXL average each term (this tends to be higher than the actual National average)													
				Autumn		Spring		Summer									
				National PIXL average	Ashleigh average	difference	National PIXL average	Ashleigh average	difference	National PIXL average	Ashleigh average	difference					
				45.47%	47.05%	+1.58%	55%	56%	+1%	58.17%	65.65%	+7.48%					
4. Pupil Premium children make accelerated progress in maths.	<p>Achieve above national average attainment and progress scores for Pupil Premium children in KS2 maths.</p> <p>Internal data shows a closing of the gap between Pupil Premium and non-Pupil Premium in mathematics.</p>	July 22		<p>100% of children with PP funding achieved expected+ in Maths (18% achieved Greater Depth). This is higher than the outcomes for all pupils (97%)</p> <p>This is an increase of 8% from the Ashleigh KS2 outcomes for PP children at expected+ in 2019 children (92%).</p> <p>The average scaled score for PP Maths was 106, showing that children are securely achieving the expected standard.</p> <p>Year 6 pupils with PP funding outperformed national average for all pupils (71%) by 29%</p> <table border="1"> <thead> <tr> <th colspan="4">Comparison of Ashleigh KS1 Maths Results 2019 and 2022</th> </tr> <tr> <th>All Pupils 2019</th> <th>All Pupils 2022</th> <th>PP pupils 2019</th> <th>PP pupils 2022</th> </tr> </thead> <tbody> <tr> <td>76%</td> <td>70% (National 68%)</td> <td>43%</td> <td>64% (National 52%)</td> </tr> </tbody> </table> <p>This shows a narrowing of the gap between all pupils and PP results in KS1 Maths. Overall KS1 results have dipped since 2019 and we feel this year group has been one of the year groups most affected by school closures. The narrowing of the gap is likely to be due to the Maths No Problem approach. Pupil Premium children outperformed National Pupil Premium in Maths.</p>	Comparison of Ashleigh KS1 Maths Results 2019 and 2022				All Pupils 2019	All Pupils 2022	PP pupils 2019	PP pupils 2022	76%	70% (National 68%)	43%	64% (National 52%)	<p>See Maths Action Plan</p> <p>Whilst KS1 and KS2 outcomes show a narrowing of the gap between PP and not PP outcomes in Maths, internal data shows that Years 3,4 and 5, continue to be areas of concern, because there are significant gaps between PP children and their peers.</p>
Comparison of Ashleigh KS1 Maths Results 2019 and 2022																	
All Pupils 2019	All Pupils 2022	PP pupils 2019	PP pupils 2022														
76%	70% (National 68%)	43%	64% (National 52%)														
5. Children in need of SEMH support are identified early and given appropriate targeted intervention so that they can	<p>Whole class Thrive assessments show the progress of each cohort across the year.</p>	July 22		<table border="1"> <thead> <tr> <th colspan="4">KS2 outcomes for PP children on the SEN register for SEMH</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	KS2 outcomes for PP children on the SEN register for SEMH					Reading	Writing	Maths					<p>Continue to use Benjamin Foundation Time For You. Inclusion Lead to monitor the impact of this on academic outcomes across the year.</p> <p>Expand SEMH support by training 3x additional ELSA staff.</p>
KS2 outcomes for PP children on the SEN register for SEMH																	
	Reading	Writing	Maths														

<p>achieve their academic potential.</p>	<p>Individual Thrive/ELSA assessments show the positive impact of Thrive interventions over time.</p> <p>Academic outcomes for children receiving SEMH intervention are monitored during pupil progress meeting. Children receiving SEMH intervention make expected progress with academic outcomes.</p>			<p>Number of pupils achieving expected</p>	<p>2/4</p>	<p>1/4</p>	<p>4/4</p>	<p>Pupil Progress meetings, PIXL analysis and Inclusion Lead monitoring of Group data means that there is a forensic approach to monitoring the impact of all interventions on academic outcomes.</p>	<p>Work closely with Mental Health Support Team (Ormiston Families) on our whole school approach to mental health and wellbeing.</p>																	
<p>6. Pupil Premium attendance is in line with the whole school target of 96.5%</p>	<p>Attendance data for disadvantaged children will be in line with non-disadvantaged.</p> <p>Early intervention plans will evidence the support given to any persistent absentees and attendance percentages will improve following these plans.</p>	<p>July 22</p>		<p>3. Attendance</p> <table border="1" data-bbox="806 883 1413 1128"> <thead> <tr> <th></th> <th>Total Pupils</th> <th>Boys</th> <th>Girls</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>2018 National Averages (Two Term)</td> <td>95.8%</td> <td>95.8%</td> <td>95.9%</td> <td>NA</td> </tr> <tr> <td>Previous year (Full Year)</td> <td>96.55%</td> <td>96.62%</td> <td>96.46%</td> <td>93.92%</td> </tr> <tr> <td>This year to date</td> <td>94.16%</td> <td>94.09%</td> <td>94.23%</td> <td>93.37%</td> </tr> </tbody> </table> <p>Attendance data for disadvantaged children in broadly is line with whole school attendance (0.79% difference)</p> <p>Fast Track and attendance plans evidence a positive impact on attendance (see CPOMS) Impact of individual Fast Track case was 78% (Spring Term) to 90% (Summer Term)</p>		Total Pupils	Boys	Girls	Disadvantaged	2018 National Averages (Two Term)	95.8%	95.8%	95.9%	NA	Previous year (Full Year)	96.55%	96.62%	96.46%	93.92%	This year to date	94.16%	94.09%	94.23%	93.37%		<p>PSA is now attendance lead and continues to work with families on attendance plans which aim to identify and overcome barriers.</p>
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<p>7. Children receiving Pupil Premium Funding will have access to a range of cultural experiences through a carefully mapped broad and balanced curriculum.</p>	<p>Clubs analysis will show that children who would like to attend an after school club have access to this.</p> <p>Curriculum planning will show that inspiring cultural experiences are mapped into each year group. These experiences will be funded for PP children.</p>			<p>Changes have been made to the plans for the school trips and these have been linked more closely to the curriculum as well as taking children beyond their usual experiences. E.g. Trips such as the Year 3 trip to the National History Museum to experience an earthquake simulator.</p> <p>We have offered a number of funded spaces at after school clubs for children with PP funding.</p> <table border="1" data-bbox="793 456 1612 581"> <thead> <tr> <th colspan="3" data-bbox="793 456 1612 496">PP children attending school clubs</th> </tr> <tr> <th data-bbox="793 496 1064 537">Autumn</th> <th data-bbox="1064 496 1335 537">Spring</th> <th data-bbox="1335 496 1612 537">Summer</th> </tr> </thead> <tbody> <tr> <td data-bbox="793 537 1064 581">26/59</td> <td data-bbox="1064 537 1335 581">32/59</td> <td data-bbox="1335 537 1612 581">31/59</td> </tr> </tbody> </table>	PP children attending school clubs			Autumn	Spring	Summer	26/59	32/59	31/59	<p>Subject Leaders to monitor the impact of trips and experiences on the curriculum.</p>
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