

## 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	437
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	7.12.23
Date on which it will be reviewed	September 2024
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	£71,295
Recovery premium funding allocation this academic year	£7975
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£79,270

## 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. In 2022, 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 disadvantaged children achieved the expected standard or higher and average scaled scores showed that disadvantaged children are securely achieving the expected standard across all areas.

In 2023 Ashleigh Pupils eligible for the PP grant was in line with the national average for 'all pupils' achieving the expected standard in Reading, Writing and Maths.

Whilst we are proud of this achievement, we are not content; we know that the landscape of education for disadvantaged children has changed significantly over the last few years and that we need to strive to ensure provision meets their needs effectively. 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.
- Ensuring that the whole school provision and culture are supportive of disadvantaged children.
- 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. Whilst we have seen the positive impact of approaches such as NELI, Makaton and the focus on vocabulary in our curriculum planning, our IPSEF showed that we still require consistency of intervention for children with Speech and Language needs.</p>
2.	<p><u>Classroom Talk</u></p> <p>During the academic year 2022-23, senior leadership conducted research which monitored the lived experience of disadvantaged children across the school. Observations over time helped to build a picture of what is going well for these pupils and what could help to improve outcomes. The evidence showed that in classrooms where there was a culture of talk for learning, children with pupil premium funding tended to make more progress than their peers in less 'talk-rich' classrooms.</p> <p>Senior leadership team have used this research to inform the planning of the SDIP and staff training calendar for the year so that 'Learning to talk' and 'Learning through talk' is a focus for development.</p> <p>We know through external research such as Amy Gaunt and Alice Scott in "Transform Teaching through Talk: the Oracy Imperative" that high-quality talk can make a huge difference for children from disadvantaged backgrounds.</p>
3	<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 87.7%, only 71.4% of children receiving PP funding, passed the phonics screening in Year 1 in 2023. Whilst the gap between disadvantaged children and their peers at Ashleigh closed by 12.2% last academic year, we can see that there is still a difference in the average phonics scores (35.6 for All Pupils compared to 30.9 for disadvantaged) This shows that there is still work to be done in embedding this approach.</p> <p>In 2021 we implemented the Read, Write, Inc scheme and have seen the positive impact of this consistent approach. KS1 Reading results for children with PP funding increased by 26.5% in 2023 which is largely due to the impact of the Read Write Inc programme. Staff turnover means that we need a rigorous training programme to ensure that the programme is embedded effectively. We have also extended this approach to incorporate 'Get Writing' (see below)</p> <p>In 2022 KS2 SATS Reading results showed that disadvantaged pupils at Ashleigh outperformed National for 'All pupils'. In 2023 this was 58.3% expected + in Reading. For the last two years, the reading outcomes for children with PP funding has been in line with 'all pupils' nationally. We are committed to closing the gap between disadvantaged and non-disadvantaged children at Ashleigh. For this reason, this is the focus of our PP strategy and our SDIP. This year our SDIP focuses on opportunities for children to read beautiful books and develop reading skills.</p>
4	<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 4,5 and 6. 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> <p>Outcomes for KS1 writing show that 50% of the cohort achieved the expected standard+ in writing. This was lower than Maths and Reading. Following on from the success of our Read, Write, Inc implementations, this academic year we will also be introducing 'Get Writing' approach for children still in phonics groups.</p>
5	<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>At Ashleigh there were a number of staff changes at the beginning of 2022-23. Some of our experienced teachers moved on to other roles and so last</p>

	<p>academic year we had 5 Early Career Teachers (ECTs) within our setting. Whilst two of these teachers have now completed their second year of ECT, we are committed to the long-term training and development of high-quality teaching and learning. For this reason, the school is investing in a comprehensive training and action planning programme using the 'plus one' approach led by Mark Burns.</p>
6	<p><u>Social, Emotional and Mental Health</u></p> <p>Strengths and Difficulties Questionnaires, ELSA (Emotional Literacy Support Assistant) and Boxall assessments as well as our evidence base on CPOMS 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> <p>In 2022/23 we extended our Benjamin Foundation provision to 3 days per week to reach more children on our SEMH triage of support. We are looking to further extend this over the period of this strategy so that we are able to offer more early intervention for children with mild/ moderate SEMH need as well as continuing to support those with a high level of need.</p> <p>We have a growing number of Young Carers who regularly use the Young Carer lunch time club run by the Benjamin Foundation in school.</p>
7	<p><u>Attendance</u></p> <p>Whilst whole school attendance last academic year was at 95.48% attendance for disadvantaged pupils was 93.84%. Some disadvantaged pupils have been considered persistent absentees.</p> <p>Last academic year, 7.6% (34 children) of all pupils were persistently absent. 44% of this figure (15 pupils) were PP children. This impacts upon their access to the curriculum and necessary interventions.</p>
8	<p><u>Funding for Visits and 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>
9	<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.	Attainment gaps in reading and writing are closing across the school.
2. Talk is at the heart of lesson planning and children think hard and are confident, fluent and articulate.	Lesson plans show that teachers plan for talk which encourages deep thinking. Talk expectations are visible in classrooms and observations show children engaged in meaningful talk. Assessments, observations and Pupil Book Study across the curriculum shows the impact of our vocabulary teaching and talk for learning as children become able to talk fluently about their subjects, articulating the key concepts on the knowledge organisers using the vocabulary taught.
3. Improved phonics attainment for disadvantaged pupils.	<u>Targets for Year 1 and 2 phonics</u>  In Year 1 phonics screening results for disadvantaged children are in line with the National Average for 'all pupils'  100% of disadvantaged children in Year 2 pass the phonics screening  Internal data analysis shows a closing of the gap between Ashleigh disadvantaged and not- disadvantaged phonics results.
4. Improved progress in writing for PP children.	The writing books for every Pupil Premium child show that children make rapid progress and the impact of High Quality Teaching.  Internal data analysis shows a narrowing of the gap between Ashleigh disadvantaged children and their peers nationally, particularly in Years 4,5 and 6.
5. All children received consistent high-quality teaching and intervention across the curriculum.	Monitoring of assessment data and pupil progress meetings show that more disadvantaged 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.  Intervention Impact Grids (monitored by the Inclusion Lead) show that disadvantaged children make good progress in interventions.
6. Staff CPD has a direct impact on the engagement of disadvantaged pupils and the learning outcomes for these children.	Teacher presentations of impact of 'plus one' teaching programme evidence the outcomes for pupils in their class.  Lesson observations, pupil book study and book scrutiny show that children are engaged in their learning and that they are thinking hard in lessons.
7. Children in need of SEMH support are identified early and given appropriate	Individual Thrive/ELSA assessments show the positive impact of Thrive interventions over time.

targeted intervention so that they can achieve their academic potential.	Termly pupil survey shows a change in pupil wellbeing following SEMH support.  Case studies will be used to show the global impact on children's academic engagement and progress.
<b>8.</b> Pupil Premium attendance is in line with the whole school target of 96.5%	Attendance data for disadvantaged children will be in line with non- disadvantaged and meet the whole-school target of 96.5%  Demonstrable impact of intervention on attendance of persistent absentees.
<b>9.</b> Children receiving Pupil Premium Funding will have access to a range of cultural experiences through a carefully mapped broad and balanced curriculum.	Pupil Book Study and Subject Leader portfolios will evidence the impact of trips and experiences on outcomes for pupils.  Clubs analysis will show that disadvantaged children who would like to attend an after school club have access to this.
<b>10.</b> All children will have the resources they need to be 'ready for learning.'	CPOMS and PSA log evidences additional support for families including (Early Help, PSA support, uniform funding etc.)

## 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.

Action	From Pupil Premium Allocation
Inclusion Lead	£34,298
2 HLTAs for afternoon intervention	£13,789
Parent Support Adviser	£25,672
Access to the curriculum fund (uniform, visit subsidies, instrument lessons, funded clubs)	£2,000
Accelerated Reader subscription	£5,000
Read, Write Inc. subscription	£1,600
<b>Total</b>	<b>£82,476</b>

Additional Actions	Targeted at disadvantaged children Funded from other funding streams
Benjamin Foundation Counselling and Young Carers Group	£23,000
African Drumming	£3900
Out There Forest School for Y1 and Y2	£8,400
Intervention Teacher	£6,000
Welcomm Training and resources	Grant application in place
EYFS nurture provision	£5095
TA hours to deliver Wellcomm intervention in EYFS	£1200
DESTY license	£499
ELSA provision	£2000
Mark Burns training	£5000

African Drumming	£2466
Staff visits to Briar Hill Primary	£800
Get Writing Resources	Not yet invoiced
PIXL subscription	£2700
<b>Total</b>	<b>£71,860</b>

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,898 (additional funding from other funding streams- see above)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further 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>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 1 + 3</p>	3
Staff visits to Briar Hill Primary to experience how Talk For Writing approach and the reading curriculum impact particularly upon the standards	<p>See Briar Hill OFSTED report Nov 2022 Outstanding rating- 90% combined KS2 outcomes with 40% disadvantaged.</p> <p>SIDP Pillar 5</p>	2,3,4,5

of disadvantaged children and children with EAL.		
Coaching and training of staff as we introduce 'Get Writing' to RWI sessions to ensure children have the foundation skills for sentence structures and spelling.	SIDP Pillar 3 Read Write Inc at Ashleigh has had the greatest impact on disadvantaged pupils (27.4% increase in disadvantaged pupils achieving expected in phonics since 2019) and so we will extend this structure to writing.	4,5
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. The school is investing in the support of Mark Burns +1 approach to CPD.	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." <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1668765088">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1668765088</a>  Our Teaching and Learning CPD includes a cycle of evidence informed research (building knowledge) modelled examples, practice of teaching techniques, peer observation and feedback.  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)  SIDP Pillar 5	1,2,3,4,5,6
Develop a new English curriculum which focuses on Oracy and vocabulary development.  Develop a communication policy for the school.	EEF Toolkit- Oral Language interventions +6 months  "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"  SIDP Pillars 1+3	1,2,3,4,5
Further embed the use of Makaton into our Early Years provision and provide additional CPD for further year groups.	Through observations and conversations with pupils we can see the positive impact of using Makaton in our EYFS provision, particularly for disadvantaged children, children with SEN and EAL	1,2

<p>Improve the teaching of reading through introducing 'Talk through Stories' in EYFS and KS1 and through further CPD in the teaching of our reading curriculum in KS2</p>	<p>SIDP Pillar 1+3</p>	<p>2+3</p>
<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 1,2,3,4,5 6,7,9</p>	<p>1-9</p>
<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"> <li>1. Create a positive and supportive environment for all pupils, without exception</li> <li>2. Build an ongoing, holistic understanding of your pupils and their needs</li> <li>3. Ensure all pupils have access to high quality teaching</li> <li>4. Complement high quality teaching with carefully selected small-group and one-to-one interventions</li> <li>5. Work effectively with teaching assistants</li> </ol> <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 1,2 5&amp;6</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £13,798 (additional funding from other funding streams- see above)

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, Wellcomm, 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 disadvantaged 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>The WellComm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham Hospitals NHS Trust. It was recommended during out core consultation meeting and Early Years grants are available for this programme.</p>	<p>1,2,3,4</p>
<p>Extend provision of embed ELSA, DESTY, Trauma informed practice and Benjamin Foundation into our SEMH provision for disadvantaged children.</p>	<p>Metacognition and self-regulation EEF toolkit = +7 months</p> <p>SEL interventions EEF Toolkit + 4 months.</p> <p>SIDP Pillar 6</p>	<p>5,6,</p>

<p>Design a programme of challenge, support and coaching for TAs to ensure that the delivery and assessment of interventions is of the highest standard.</p>	<p>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”</p> <p>It focuses on the importance of deploying teaching assistants effectively and providing ongoing training.</p> <p>“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.”</p> <p>TAs delivering targeted interventions EEF toolkit +5 months.</p> <p>SIDP Pillar 5</p>	<p>1,2,3,4,5</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £27,672 (additional funding from other funding streams- see above)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>Add an additional residential to our provision to broaden the horizons of disadvantaged pupils</p>	<p>SIDP Pillar 7</p>	<p>8</p>
<p>Provide an additional half term of Forest School nurture</p>	<p>EEF toolkit- Metacognition and self-regulation +7 months.</p>	<p>6</p>

provision for targeted pupils in Year 2	<p>SEL interventions +4 months</p> <p>Progress reports from last year's Forest Schools sessions show the impact on social and emotional learning for disadvantaged children.</p>	
Provide parent workshops to help parents to support their children at home (reading, online safety, mental health and wellbeing, phonics)	<p>EEF –Parental engagement +4 months</p> <p>SIDP Pillar 8</p>	6,7,9
PSA and Inclusion Lead will work closely with attendance lead (Deputy Headteacher) and safeguarding team to ensure the highest quality family support is in place.	<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 +8</p>	7,8,9
Work with Mental Health Support Team 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>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 engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment."</p> <p>SIDP Pillar 6 &amp;8</p>	5,6

**Total budgeted cost: £82,476**

## 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 .Improved oral language skills and vocabulary among Pupil Premium pupils.	<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 23		<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>Subject leader Pupil Book Study and MERS show that vocabulary is being taught and remembered by the children.</p>	Developing use of floor books to capture the impact of class discussions.

<p>2. Phonics outcomes for disadvantaged children are in line with national average for disadvantaged children. The gap between Ashleigh Pupil Premium and non-Pupil Premium results is closing.</p>	<p>Achieve national average expected standard in PSC for current disadvantaged 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>July 22</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="6" style="text-align: center;">Comparison of Ashleigh Phonics results 2019 -2023</th> </tr> <tr> <th style="width: 16.6%;">All Pupils 2019</th> <th style="width: 16.6%;">All Pupils 2022</th> <th style="width: 16.6%;">All pupils 2023</th> <th style="width: 16.6%;">PP pupils 2019</th> <th style="width: 16.6%;">PP pupils 2022</th> <th style="width: 16.6%;">PP pupils 2023</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">84%</td> <td style="text-align: center;">85.5% (National 75%)</td> <td style="text-align: center;">87.7%</td> <td style="text-align: center;">44% (National 71%)</td> <td style="text-align: center;">57% (National 62%)</td> <td style="text-align: center;">71.4%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Pupil Group</th> <th style="width: 25%;">Total Pupils</th> <th style="width: 25%;">Avg Y1 Phonics Score</th> <th style="width: 25%;">% Expected Y1 Phonics (32+)</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td style="text-align: center;">62</td> <td style="text-align: center;">35.6</td> <td style="text-align: center;">87.7%</td> </tr> <tr> <td>Girls</td> <td style="text-align: center;">26</td> <td style="text-align: center;">34.5</td> <td style="text-align: center;">87.5%</td> </tr> <tr> <td>Boys</td> <td style="text-align: center;">36</td> <td style="text-align: center;">36.4</td> <td style="text-align: center;">87.9%</td> </tr> <tr> <td>Disadvantaged</td> <td style="text-align: center;">9</td> <td style="text-align: center;">30.9</td> <td style="text-align: center;">71.4%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 16.6%;">Pupil Group</th> <th style="width: 16.6%;">Total Pupils</th> <th style="width: 16.6%;">Avg Y1 Phonics Score</th> <th style="width: 16.6%;">% Expected Y1 Phonics (32+)</th> <th style="width: 16.6%;">Avg Y2 Phonics Score</th> <th style="width: 16.6%;">% Expected Y2 Phonics (32+)</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td style="text-align: center;">64</td> <td style="text-align: center;">33.9</td> <td style="text-align: center;">84.1%</td> <td style="text-align: center;">31.4</td> <td style="text-align: center;">72.7%</td> </tr> <tr> <td>Girls</td> <td style="text-align: center;">31</td> <td style="text-align: center;">33.5</td> <td style="text-align: center;">83.3%</td> <td style="text-align: center;">26.8</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>Boys</td> <td style="text-align: center;">33</td> <td style="text-align: center;">34.3</td> <td style="text-align: center;">84.8%</td> <td style="text-align: center;">36.8</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Disadvantaged</td> <td style="text-align: center;">8</td> <td style="text-align: center;">27.7</td> <td style="text-align: center;">57.1%</td> <td style="text-align: center;">28.8</td> <td style="text-align: center;">75%</td> </tr> </tbody> </table> <p>The difference between 'all pupils' and PP results in 2019 was 40% and now the difference is 16.3%. The two children who did not achieve expected standard are on the SEN register.</p> <p>Ashleigh Pupil Premium phonics results are now above National average for disadvantaged pupils are only 7.6% below the National Average for 'All Pupils'</p> <p>Three out of 4 of the children in Year 2 who retook phonics passed this time. The child who did not pass has an EHCP and Read, Write Inc tracking shows small step progress. Provision is in place for intervention to continue in Year 3.</p>	Comparison of Ashleigh Phonics results 2019 -2023						All Pupils 2019	All Pupils 2022	All pupils 2023	PP pupils 2019	PP pupils 2022	PP pupils 2023	84%	85.5% (National 75%)	87.7%	44% (National 71%)	57% (National 62%)	71.4%	Pupil Group	Total Pupils	Avg Y1 Phonics Score	% Expected Y1 Phonics (32+)	All Pupils	62	35.6	87.7%	Girls	26	34.5	87.5%	Boys	36	36.4	87.9%	Disadvantaged	9	30.9	71.4%	Pupil Group	Total Pupils	Avg Y1 Phonics Score	% Expected Y1 Phonics (32+)	Avg Y2 Phonics Score	% Expected Y2 Phonics (32+)	All Pupils	64	33.9	84.1%	31.4	72.7%	Girls	31	33.5	83.3%	26.8	50%	Boys	33	34.3	84.8%	36.8	100%	Disadvantaged	8	27.7	57.1%	28.8	75%	<p>Embed Read Write Inc programme and monitor the impact.</p> <p>Phonics tutoring to be monitored regularly by inclusion lead to ensure that it is making an impact for the disadvantaged children with SEN need.</p>
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Year Group	Total number of pupils with PP funding	Number of children 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	Number of children in expected level phonics group 22/23
1	6	1	2	4	2
2	7	3	4	4	4

  

Comparison of Ashleigh KS2 Reading results 2019-2023					
All Pupils 2019	All Pupils 2022	All Pupils 2023	PP Pupils 2019	PP Pupils 2022	PP Pupils 2023
		90.6% (National 73%)	75%	82%	58.3% (60%)

KS2 SATS results for Pupil Premium Reading in 2022 was 82%. This was higher than national average for all pupils (74%).

The average scaled score for PP Reading in 2022 was 103, showing that children achieving the expected standard. In 2023 the average scaled score for disadvantaged children in Reading dropped to 101.2.

In 2023 50% of the PP cohort were SEN children. 5/12 disadvantaged children did not achieve the expected standard in reading and 80% of these children had an additional SEN need. The percentage of PP children meeting expected was broadly in line with the National figure for PP.

In 2023 KS2 SATS reading was lower for disadvantaged children than Maths and Writing. Whilst there was a high level of children with SEN, there is a need to unpick why the teaching of reading which is creating exceptionally high results for 'All Pupils' and created a PP cohort who outperformed National average for 'All Pupils' last academic year, did not have the same impact for disadvantaged children and SEN funding this academic year.

1:1 Precision Teaching and RWI Recovery Premium funded tutoring was used for a child in year 6 and he progressed 4 RWI levels in 2 terms

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	Ashleigh disadvantaged children and their peers nationally, particularly in Years 3,4 and 5.			90% (78% National)	95.2% (69%)	93.8% (National 71%)	92% (National 68%)	80%	66.7% (National 58%)	
In 2022 Ashleigh's PP outcomes for writing were above the national level for 'All Pupils'				In 2023 50% of the PP cohort were children with SEN. 4/12 PP children did not achieve the expected standard in writing and three of these children had an additional SEN need. The percentage of PP children meeting expected was above the National figure for PP.						
All children received consistent high-quality teaching and intervention across the curriculum.	Monitoring of assessment data and pupil progress meetings show that more disadvantaged 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.			Year Group	Total number of disadvantaged 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	Number of children at expected July 2023	Inclusion lead to focus on years 4 and 5 Reading and Writing intervention in Autumn Term.
				2	7	3	3	4	4	
				3	12	6	4	7	4	
				4	9	4	2	4	2	
				5	9	3	1	5	3	
				6	11	5	2	7	7	
This target has been achieved in all year groups aside from Years 3 and 4 (see table above) We know that these year groups have historically been the most affected by school closure and so continue to use recovery premium to offer tuition to these pupils.										

			<p>In both Year Groups it is Reading and writing which are the weaker subjects. This will feed into the next strategy statement.</p> <p>Whilst the combined scores below do not yet reflect the progress made in Years 3 and 4, the number of children needing phonics intervention in these year groups reduced from 25 children in September 22 to 7 children in July 23. We know it will take time to close the gap for these children and so it will continue to be a focus on the next strategy statement and the SDIP.</p>																	
<p>4. Children in need of SEMH support are identified early and given appropriate targeted intervention so that they can achieve their academic potential.</p>	<p>Whole class Thrive assessments show the progress of each cohort across the year. (no longer using Thrive)</p> <p>Individual Thrive/ELSA assessments show the positive impact of 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>July 22</p>	<table border="1" data-bbox="781 553 1467 837"> <thead> <tr> <th colspan="4">KS2 outcomes for disadvantaged 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>Number of pupils achieving expected +</td> <td>6/8</td> <td>5/8</td> <td>6/8</td> </tr> <tr> <td>Number of pupils achieving GD</td> <td>2/8</td> <td>3/8</td> <td>2/8</td> </tr> </tbody> </table> <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>50% of the Benjamin Foundation timetable is disadvantaged children. In addition to this a weekly Young Carers group as well as 1:1 young carer sessions have had a significant impact.</p> <p>Timid to Tiger 10-week course was used to support 3 disadvantaged families and significantly reduced SEMH presentation in school and at home.</p> <p>MHST delivered training to TAs and teachers to upskill in supporting mild/ moderate anxiety presentations in school.</p> <p>MHST delivered assemblies and workshops on wellbeing and positive mental health and anecdotal impact was recorded by RSHE lead.</p>	KS2 outcomes for disadvantaged children on the SEN register for SEMH					Reading	Writing	Maths	Number of pupils achieving expected +	6/8	5/8	6/8	Number of pupils achieving GD	2/8	3/8	2/8	<p>Increase Benjamin Foundation capacity so that we can address the mild/moderate cases earlier. Inclusion Lead to monitor the impact of this on academic outcomes across the year.</p> <p>Work closely with Mental Health Support Team (Ormiston Families) on our whole school approach to mental health and wellbeing. Increase workshops to target more year groups and also to link with online safety curriculum.</p>
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<p>5. 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>	<table border="1" data-bbox="779 250 1570 418"> <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>95.48%</td> <td>95.34%</td> <td>95.65%</td> <td>93.84%</td> </tr> </tbody> </table> <p>Attendance data for disadvantaged children in broadly is line with whole school attendance (1.64% difference)</p> <p>Fast Track and attendance plans evidence a positive impact on attendance (see CPOMS) Impact of individual Fast Track case 201-22 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)	95.48%	95.34%	95.65%	93.84%	<p>Deputy head as attendance lead</p> <p>PSA works with families on attendance plans which aim to identify and overcome barriers.</p>
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<p>8 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. Children with PP funding get access to booking clubs a week before children without disadvantaged funding. Inclusion lead/ PSA approach individual families with ideas for clubs their child may wish to attend.</p> <p>We also fund breakfast club/ afterschool club for disadvantaged children with Young carer responsibility/ SEMH need or to provide a 'soft-start transition' for specific children with SEN need.</p> <table border="1" data-bbox="779 1122 1587 1247"> <thead> <tr> <th colspan="3">Disadvantaged children attending school clubs 22/23</th> </tr> <tr> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>26/59</td> <td>32/59</td> <td>31/59</td> </tr> </tbody> </table>	Disadvantaged children attending school clubs 22/23			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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