

Ashmole Primary School – Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and any recovery premium for the 2022 to 2023 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	Ashmole Primary
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	1.12.22
Date on which it will be reviewed	1.12.23
Statement authorised by	Chris Tofallis – Head Teacher
Pupil Premium Lead	Eleni Costas
Governor / Trustee lead	Jo Ireland and Chrissy Vassiliou

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£25098
Recovery premium funding allocation this academic year	£2755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£27853

Part A: Pupil Premium Strategy Plan

Statement of intent

- At Ashmole Primary, our intention is to provide an aspirational and inclusive school community where all pupils; irrespective of their background or challenges feel valued and supported and benefit from high quality teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We strive to raise lifelong aspirations, focus on removing barriers to learning and help disadvantaged pupils make good progress and achieve high attainment across the curriculum.
- Our Pupil Premium Plan aims to address the main barriers our children face and through regular tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.
- High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.
- Our intention is to achieve the following outcomes for our pupils:
 - Pupils develop a love for learning - they are inspired and motivated to achieve goals through praise and support for their individual needs; they become reflective learners.
 - Pupils have equal access to the necessary equipment and resources to be successful in both their academic and non-academic lives.
 - Pupils improve literacy skills – they enhance communication and oracy skills and develop a sustained love for reading.
 - Pupil personal development is enhanced – they take part in extra-curricular activities and develop resilience.

Challenges

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

Challenge number	Detail of challenge
1	Supporting attainment and progress- reading, writing and maths. We track the progress and attainment of all our pupils individually on a termly basis, and we compare the progress and attainment of groups of children according to different characteristics including eligibility for pupil premium/SEN/EAL. Our analysis of our school data for all individuals has shown that children eligible for PP and have additional needs (SEN/EHCP) have the greatest need within the school, and are not achieving as highly as their peers who are not eligible for PP funding.

2	Supporting personal development and wellbeing. We believe that happy children learn best by providing a well-rounded enriched curriculum for our PP children.
3	To create independent learners. Teachers are given time each week to focus on the 1:1 of children who are eligible for PP funding. We believe that focussed, timely feedback enables a pupil to develop skills enabling them to move on with their learning in the classroom.
4	Developing vocabulary for oracy and writing. Our observations of children's oral language and our knowledge of children's writing shows us that some pupils who are eligible for PP do not use the same level of vocabulary as their peers. This encompasses SEN and EAL/ PP children.

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
<p>Improved reading, writing and maths attainment for individual disadvantaged pupils.</p> <p>Improved reading comprehension and numeracy skills among disadvantaged pupils.</p>	<p>% of disadvantaged pupils reaching at least the expected standard in KS2 reading, writing and maths over the 3 years of this plan are in line with % for non-disadvantaged pupils. Where a child has not met expected ARE, progress is accelerated. This will be evident through individual case studies.</p> <p>Reading ages will be in line with non-disadvantaged peers and also will be in line or above chronological age</p>
<p>Sustained increase in pupil wellbeing and personal development amongst all pupils and disadvantaged pupils in particular through participation in a wide range of enrichment and extra- curricular activities.</p> <p>Increased self-esteem, resilience and ambition for the future.</p>	<p>Increase in wellbeing demonstrated through wellbeing surveys (both parent and pupil). Increase in personal development demonstrated through PSHE work. All disadvantaged pupils to attend at least 1 after school club/ club or music lesson and participate fully in all enrichment activities within the school day, including our residential trips.</p> <p>Pupils are confident, independent learners, with positive attitudes to learning as evidenced in quality assurance (pupil & staff voice and work scrutiny) Increased participation in extra-curricular activities.</p>

<p>Sustained increase in pupil independence. Improved attendance</p>	<p>Increase in participation and completion of tasks in class, and an understanding of how to improve their own work. Data from class teacher and subject leader pupil voice sessions.</p> <p>Persistent absence and general attendance for disadvantaged pupils improves to be in line with non-disadvantaged pupils.</p>
<p>Improve use of wide ranging and higher level vocabulary in both speech and writing in our disadvantaged pupils.</p>	<p>Children in our disadvantaged group use appropriate vocabulary in their speech and writing. Data from observations of pupils and assessments of writing over time.</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: £ 5849 (21%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Top up purchase of Phonics programme resources (Little Wandle for Letters and Sounds Revised).	The DfE 2021 Reading Framework includes a range of evidence demonstrating that consistent use of a SSP enables rapid progress for all pupils in reading. EEF reports a range of research that demonstrate the high impact of phonics on outcomes and progress of disadvantaged pupils. EEF Phonics	1,3,4
Continue to improve the consistency of quality teaching through ongoing CPD – regular whole staff training as well as INSET programme. This will require release time for staff.	Research from the NFER shows that the quality of teaching can make a whole year's difference. Effective monitoring and support will help targeted pupils to improve their progress.	1,2

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

Budgeted cost: £ 18661 (67%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher time to ensure pupil conferencing for disadvantaged pupils.	EEF report of 'Feedback' states that feedback done 'right' has a positive impact on the child.	1,3
1:1/small group interventions (Use of breakfast/ after school club). Speech	EEF reports a range of research that small group tuition, such as our finely targeted booster sessions, can	1,4

and language sessions with private therapists. Curriculum class resources for pupils and groups.	have a positive impact on pupil progress: Use of laptops/ ipads to enhance learning in class and at home.	
Additional teacher and teaching assistant time directed at individual reading sessions individual/group phonics 'keep up' individual or small group maths and English booster groups within school time.	EEF reports a range of research that small group tuition, such as our finely targeted booster sessions, can have a positive impact on pupil progress: EEF Small Group Tuition EEF report a range of evidence that individual support provide by a TA or teacher is very effective in improving pupil outcomes.	1,3,4

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

Budgeted cost: £ 3342 (12%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide enrichment opportunities in the form of 1:1 Providing Music Lessons in school. Opportunities outside of the curriculum such as clubs, residential and PTA in school events. Financial support to ensure participation in school trips and visits, competitions, participation in pupil voice.	DfE Wellbeing for Education Recovery documents report the importance of a range of activities to promote well-being: DfE Wellbeing for Education Recovery Exposure to the wider world has a positive impact on our pupils' aspiration and self-esteem. To ensure all disadvantaged pupils have exposure to enrichment activities throughout their school career.	2,3,4

<p>1:1 counsellor to support SEMH and wellbeing.</p> <p>School Counsellor - available for more targeted support with emotional needs</p> <p>Attendance monitoring and support embedding principles of good practice set out in DfE's Improving School Attendance advice. Attendance officer training time and pastoral tracking and monitoring.</p>	<p>DfE Wellbeing for Education Recovery documents report the importance of a range of activities to promote well-being: DfE Wellbeing for Education Recovery.</p> <p>Some pupils may require additional support with their social and emotional learning; seeking to improve pupils' decision-making skills, interaction with others and their self-management of emotions. Thus reducing the barriers they may face with regards to engaging with their education fully and achieving their academic potential</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>2</p> <p>4</p>
<p>Peer mentoring / buddy system</p>	<p>Mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. As the evidence suggested this is a targeted approach at specific individuals who 3, 4 8 would most benefit.</p>	<p>3,4</p>

Total budgeted cost: £ 27853

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.

We continue to track individual pupil progress and attainment each term, adapting our provision and extra support accordingly. Our internal monitoring and assessing of our children eligible for Pupil Premium ensures that children progress alongside their peers, and from their starting points.

Positive feedback from pupils and parents through 'Pupil and Parent questionnaires' told us that they were happy with provision for their children, and are happy. See Parent feedback comments.

All PP children were given either a 1:1 music lesson to take up learning an instrument or an after school sports/art club.

We also prioritised children with PP to have 1:1 counselling sessions to help with mental wellbeing particularly throughout the Covid pandemic.

We also supported PP children to access online learning throughout the pandemic by supplying laptops/ipads. Priority was given for these children to attend the 'key worker bubble' in school.

(See separate document for outcomes for 2021/2022 attached)

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

Programme	Provider
National College Subscription	National College

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	na
What was the impact of that spending on service pupil premium eligible pupils?	na