

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 | Ashton St Peter's C of E VA Primary School |
| Number of pupils in school | 181 |
| Proportion (%) of pupil premium eligible pupils | 23 pupils |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2020-2023 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | November 2022 |
| Statement authorised by | |
| Pupil premium lead | Mrs Joanna Ingham |
| Governor / Trustee lead | Mr David Harper |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £ 37,280 |
| Recovery premium funding allocation this academic year | £ 3,335 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ N/A |
| 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 | £ 40,615 |

Part A: Pupil premium strategy plan

Statement of intent

At Ashton St Peter's C of E VA Primary School we are dedicated to ensuring that every pupil, including those that are disadvantaged, are provided with the best education possible. This will help them fulfil their academic potential and access a wide range of life experiences, which they otherwise may not have access to.

The decision of how we make use of Pupil Premium funding is based on the specific hurdles that our disadvantaged children face; removing these barriers to learning is our primary objective. The budget allocation may vary on an annual basis; we take an individual and differentiated approach to each pupil, and groups of students, in order to ensure that their individual, and group needs are addressed.

Our action plan details our three main strategies of: quality-first teaching, targeted support and additional approaches we use, to support both Pupil Premium pupils' academic attainment and social development through life experiences. We have adopted a range of strategies and initiatives; these include: targeted support in class; preferential access to after school clubs and subsidised school trips. Our range of initiatives and individual strategies are evaluated and then updated or discarded on a regular basis.

The educational attainment and progress of each child at Ashton St Peter's C of E Primary School is tracked and evaluated on a termly basis. Further support is swiftly provided where necessary, while targeted interventions are utilised in order to guarantee that eligible pupils are able to benefit from the funding.

In order to ensure that our Pupil Premium funding targets are met, we maintain a culture of accountability that holds teaching and management staff responsible for the advancement of disadvantaged pupils.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Pupils with significant pastoral needs exacerbated by Covid related issues not being ready to learn in class. (Being in a secure place mentally/emotionally) |
| 2 | Some lack of interest in reading and resilience to tackle challenging texts; resulting in some poor reading fluency stamina or progress. |
| 3 | Lack of phonic knowledge leading to lack of progress in reading and writing. |
| 4 | Gaps in prior learning due to a range of circumstances - Covid-19, poor punctuality or attendance and/or school mobility |

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| 5 | External Barriers: Habitual lateness /attendance not hitting targets/parental mental health |
| 6 | External Barriers: Lack of access to resources such as technology, books, life experiences. |

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 |
|---|---|
| In all year groups pupils in receipt of Pupil Premium will meet or exceed targets. | End of year assessments will at least match predictions. Year 1 and 2 Phonic scores, Reading fluency scores will have improved. |
| At the end of KS2 Pupil Premium pupils will make at least expected progress from KS1 outcomes. | All pupils will have met their target based on prior attainment. |
| KS2 SATs attainment and progress reach school targets. | The individual tracking data for identified pupils will show improvement. |
| To develop our targeted provision | Children who require intervention for academic progress will be catered for and gaps will lessen. |
| Pupils emotional well-being needs are met. | Pupils and parents continue to engage with pastoral interventions provided until it is felt no longer necessary by either the mentor, child or parents. |
| Pupils will have the opportunity to broaden cultural capital. | Pupils will experience a wide range of social/cultural and sporting experiences. |
| Parental engagement within school and perceptions of education will improve. Priority placed upon learning and achievement. | Parents will attend information evenings, parent teacher consultations, workshops. They will sign and date diaries and homework. |

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: £ 13,220

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Reading comprehension strategies taught to teaching assistants and teachers to ensure all pupils can access texts within the classroom</p> <p>Participation in Reading Fluency Project and training for those at risk of underachievement in Year 6,5,4,3 ,2,1 £450</p> <p>CPD for all: Both internal/external. Use of 'No more marking' to increase accuracy in teacher assessment. £535.50</p> <p>Continued CPD at internal staff training meetings, HFL cluster meetings, personal research (Blogs etc)</p> <p>Provision of skilled TAs in each class £ 12,264.47</p> | <p>EEF (Education Endowment Foundation), "Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read... On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge."</p> <p>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development. EEF 'In the most positive examples (of progress), it is likely that support and training will have been provided for both teachers and TAs so that they understand how to work together effectively. There is also evidence that working with TAs can lead to improvements in pupils' attitudes, Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional</p> | <p>2,3,4</p> <p>Also 1</p> |

| | | |
|--|---|--------------|
| <p>Phonics training (English Hub) £420</p> | <p>months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>EEF-'The impact of collaborative approaches on learning is consistently positive'. 'Approaches which promote talk and interaction between learners tend to result in the best gains' Over 40 years a number of systematic reviews and meta-analyses have provided consistent evidence about the benefits of collaborative learning'</p> | <p>2,3,4</p> |
|--|---|--------------|

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

Budgeted cost: £ 9615

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Invitations to Booster classes, for targeted pupils. Followed up by phone calls if necessary.</p> | <p>EEF-'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment' Current SATs outcomes suggest that it is a successful strategy to provide 'over-learning' of skills/knowledge and it boosts confidence</p> | <p>2,4,5</p> |
| <p>Specialist Maths T.A early intervention and conferencing sessions £1,500</p> | <p>EEF-'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment'</p> | <p>4</p> |
| <p>Third Space one to one online learning for Maths £3375.03</p> | <p>As above</p> | <p>4</p> |
| <p>Reading Fluency groups</p> | <p>As above Why are we supporting the Reading Fluency project?</p> | <p>2,4</p> |

| | | |
|----------------------------------|--|-------|
| £858 | <p>“The project was piloted in 2018 as part of a range of measures aimed at improving outcomes in the reading test at the end of Year 6. The results were so impressive we have run four more cohorts since then. The approach is rooted in research, which has shown that specific instruction around fluency enables pupils to free up cognitive space which can be directed more effectively towards other activities” “... such as comprehension, analysis, elaboration and deep understanding.” [Hattie 2014].</p> <p>In this school, previous projects have reflected good progress in The York Assessment of Reading for Comprehension (YARC)</p> | |
| Phonics groups £2574 | <p>As above</p> <p>In this school, phonic assessments prove that this approach is working.</p> | 3 |
| One to one daily reading | <p>EEF-’Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment’</p> | 2,3,4 |
| Socially speaking groups £858 | <p>As above</p> | 1,5,6 |

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

Budgeted cost: £17,780

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Pupils will be offered a range of extra-curricular activities, such as clubs, trips, workshops, residential trips.</p> <p>Contributions towards individual’s costs for trips (up to 50%) £2000</p> <p>Isle of Wight residential £2000</p> | <p>Access to real life experiences helps children to develop knowledge and make links with learning. Adventure style activities help children to develop resilience and perseverance. Our school vision is that we will prepare children to flourish academically and spiritually.</p> <p>EEF-’Overall, studies of adventure learning interventions consistently show positive benefits on academic learning’</p> | 1,5,6 |

| | | |
|---|---|-------------------|
| <p>Zoo membership £500</p> <p>School meals £5000</p> <p>Ballet (2 pupils) £300</p> <p>Peripatetic Music lessons £1000</p> <p>Music lessons £1000</p> <p>Private lessons out of school (Up to 50% contribution) £1000</p> <p>Year 5: Viking Day £180 College lake £200</p> | <p>‘The evidence suggests that the impact is greater for more vulnerable students’</p> | |
| <p>Parents are given data which shows lost learning hours per year in individual meetings.</p> <p>Rewards for individual’s improved punctuality and attendance.</p> <p>Children are offered access to Early Birds wrap around care.</p> <p>Wraparound care (Currently x3 pupils) £2000</p> | <p>Parents may not realise the cumulative nature of (for example) 10 mins lost a day.</p> <p>Children will have access to early morning intervention, if punctual.</p> <p>Children will feel a sense of achievement and be ready to learn.</p> <p>Children will be in school, have eaten breakfast and be ready to learn.</p> | <p>5</p> |
| <p>Nurture groups - weekly or on an ad hoc basis as the needs change. £2,600</p> | <p>EEF, "Interventions which target social and emotional learning (SEL) seek to improve pupils’ interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community... On average, SEL interventions have an</p> | <p>1,5</p> |

| | | |
|--|--|--|
| | <p>identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment."</p> <p>Our school vision is that we will prepare children to flourish academically and spiritually. Children's well-being is a priority.</p> | |
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Total budgeted cost: £ 40,615

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.

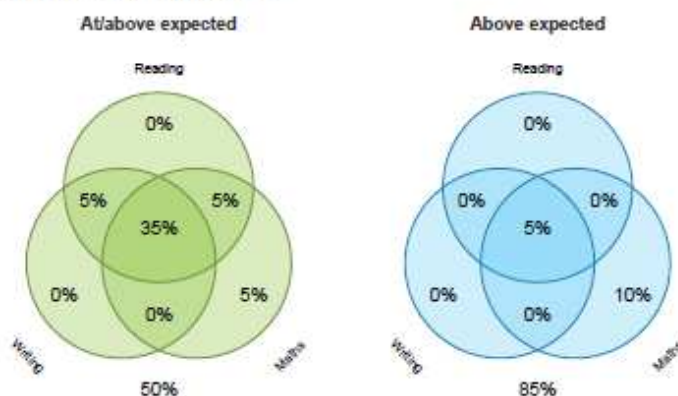
Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. As our numbers are small, and situations unique, the percentages of PPG children should not be the only measure of impact.

It is also important to note that 30% of the PPG children are SEND pupils.

Attainment Overview for Pupils (from 2020-2021) in Years R-6, who are pupil premium - 2020-2021 Summer - Teacher Assessment



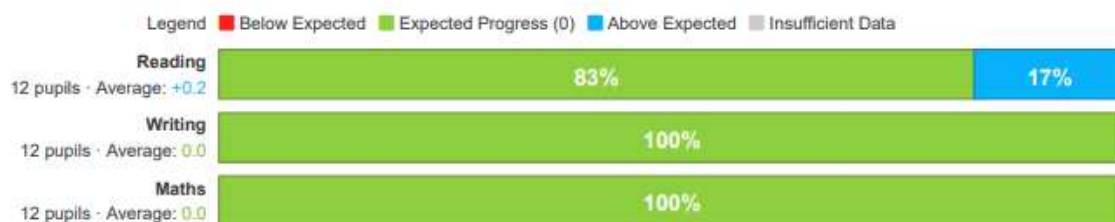
Combined attainment



The following progress data is measured for all pupil premium children from Summer 2020-2021 to Autumn 2021-22. This shows that interventions and support in place is

having a positive impact.

Progress Overview for Pupils who are pupil premium – 2020-2021 Summer to 2021-2022 Autumn Teacher Assessment



Externally provided programmes

| Programme | Provider |
|---------------------------------|----------------------|
| One to one online Maths Tuition | Third Space learning |
| Reading Fluency programme | Herts for Learning |

Service pupil premium funding (optional)

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? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |