

Pupil premium strategy statement - Ashill Primary school

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Ahill Primary School
Number of pupils in school	41
Proportion (%) of pupil premium eligible pupils	6 (15%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21 - 24 Current year 23/24
Date this statement was published	October 21
Date on which it will be reviewed	October 22 November 23
Statement authorised by	Teaching and Learning Committee
Pupil premium lead	J Crocker
Governor / Trustee lead	Neil Aries (until 31/12/23) TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5051.66
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£5051.66

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Our strategy is intended to:

- *be ambitious in closing the gap or significantly narrowing the gap between disadvantaged pupils and others;*
- *increase a passion for reading and a love of all literature*
- *support children and their families, where past and present trauma is impacting on their SEMH, enabling them to be resilient and adopt a positive approach to behaviour for learning;*
- *secure high rates of attendance and punctuality;*
- *continue to raise the level of expertise in successfully closing the gap for our most disadvantaged pupils across all members of the school staff*

Our strategy relies upon:

- *high quality teaching and learning from Nursery to Y6;*
- *relentless focus on the small steps in each child's learning using the PiXL PLCs*

to assess and monitor progress in developing the mastery and fluency within Reading, Writing and Maths;

- *extensive knowledge of the children's needs and their family contexts;*
- *active engagement with parents to access support from statutory and voluntary sector support.*

Our strategy is underpinned by:

- *the Redstart Partnership Trust's vision for every child is to leave primary education able to read and have a love of learning*
- *the Trust's values of of Courage, Compassion, Collaborative Service and*

Excellence;

- *an inclusive approach which provides access to the breadth and richness of the curriculum for every child*
- *access to CPD for all staff to enable them to be the best they can possibly be everyday, in every lesson, in and out of the classroom.*

Challenges

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

Challenge number	Detail of challenge
1	Attendance Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Significant progress has been made in this area. The percentage attendance from Sept 21 - July 22. A dip in attendance means this area will remain under observation for Sept 23 - July 24
2	English, phonics and Oracy but also in their general stamina and resilience.
3	As a result of the above the school needs to ensure that staff use evidence based whole class teaching interventions consistently. (Pixl)
4	Post Covid has seen a rise in the number of children with greater SEMH needs. There is also an increase in the number of children who have experienced ACEs.

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
Attainment gap between PPG children and others is closed or significantly narrowed	Children are close to or at national average at end of key stage

Attendance of PPG children is at national average or above for all children	Improved attendance results in data being in line with the school average. (96%)
Increased engagement with the curriculum and greater aspirations	Increase in motivation, recall of significant learning and progress of key skills across the curriculum.
Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths.	Those pupils who have 'fallen behind' are supported and tracked closely in fortnightly Core group meetings and PPMS to ensure they make accelerated progress and 'catchup' or exceed prior attainment standards. Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders.
SEMH need and/ or those who have experienced Trauma within PP families	PP families and pupils feel supported and actively seek the support of the school to support them in times of need PP pupils feel safe and secure at school, have strategies to support their SEMH and can share how they are supported in school. As a result, PP children are actively engaged in learning which is reflected in pupil voice, learning walks, book looks, attendance and progress measures.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1215

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>LSA training for SEMH support</i>	Social and emotional learning Moderate impact for very low cost Impact (months)+4	2, 3, 4
<i>RWI training for new staff</i>		2

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

Budgeted cost: £ 3436.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Metacognition for self regulation</i> <i>Teaching staff receive professional development on Metacognition</i>	<i>Metacognition for self regulation - low cost 7+ improvement (EEF)</i>	2,3,4
<i>Addition of 1:1 support and resources / tutoring/ Elsa provision.</i>	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (EEF)	1,2,3,4
<i>1:1 / small group Feedback</i>	Research on the effectiveness of 1:1 or small group feedback. High impact - Low cost - 6+ (EEF)	2,4
<i>Forest school provision</i>	Confidence, social skills, language and communication (Science Direct)	1,2,4

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

Budgeted cost: £400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional support for enrichment and the wider curriculum</i>	Collaborative learning approaches High impact for very low cost based on Extra-curricular or cultural trips can be subject to financial barriers for pupils from deprived backgrounds. Relieving	3

	the financial burden allows for equality - every child matters.	
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Total budgeted cost: £ 5051.66

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 2022 to 2023 academic year.

Attendance and progress were generally in line with peers.

ELSA 1:1 support with targeted children

All children attended the residential and trips through the year to increase culture capital and enhance well being

Oracy and vocabulary rich guided reading both resulted in increased knowledge and understanding of tier 2 and 3 vocabulary with impact seen in both spoken and written work.

Additional chrome books to support in class were purchased and are accessible in all lessons. The impact of this action relieved the pressure of the physical writing process and therefore increased output.

All children have access to a chrome book for learning.

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

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?	See above
What was the impact of that spending on service pupil premium eligible pupils?	See above

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.