



Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 | Ashmount Primary School |
| Number of pupils in school | 398 |
| Proportion (%) of pupil premium eligible pupils | 44 |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 (but budget for 2021-2022 only) |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | December 2022 |
| Statement authorised by | FGB |
| Pupil premium lead | Anthony Carmel |
| Governor / Trustee lead | Jon Harwood |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £260,895 |
| Recovery premium funding allocation this academic year | £20,655 |
| 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 | £281,550 |

Part A: Pupil premium strategy plan

Statement of intent

We carefully consider the use of our pupil premium funding to take into account the context of the school and its pupils and previous and current data.

Our prime objective in using the pupil premium funding is to narrow the gap between disadvantaged and non-disadvantaged pupil groups. Nationally, the group of children who are entitled to pupil premium achieve less well than their non-eligible counterparts which can be limiting to their future life-chances. It is not only important that children entitled to pupil premium achieve well academically, but also that they have access to a full range of enrichment opportunities that should be the entitlement of all. This includes access to a range of musical, creative and sporting experiences.

Historically, where children at Ashmount achieve well overall and make good progress, attainment for children eligible for free school meals or Pupil Premium has been lower than the non-eligible group. Prior to the onset of the pandemic our disadvantaged Year 6 children, for the first time did better than their peers. This was achieved through targeted interventions and a non-negotiable commitment to quality first teaching, where the whole school community are working to eliminate barriers to learning and progress. For children that start school with low attainment on entry, we aim to help them to make accelerated progress in order to reach age-related expectations as they move up through the school.

We are making progress in narrowing the gap in children achieving age-related expectations between those entitled and not entitled to FSM or Pupil Premium. However, with the onset of the pandemic this gap has opened and there also remains a gap in attainment between those entitled to Pupil Premium and others at the higher levels – fewer children entitled to Pupil Premium reach the higher levels.

We need to remember that each cohort of children is different from the last and outcomes at the end of each year vary, it is clear that currently, the children in KS2 entitled to pupil premium are overall making less good progress than their peers, particularly in writing. We are confident that the teaching of phonics in the EYFS and KS1 is very strong and this is reflected in our observations of learning and external review.

We have identified some key principles which we believe will maximise the impact of our pupil premium spending.

Key Principles:

Ensuring high expectations

- Staff believe in the ability of ALL children to make good progress and achieve well
- There are no excuses made for underperformance
- Staff adopt a solution-based approach to overcoming barriers
- Staff support children to develop good learning behaviours

- We seek to engage parents as partners in their children’s learning and try to ensure that they share our high expectations

Analysing Data

- All teaching staff use data to inform their planning and teaching
- All staff involved in analysis of data are fully aware of the strengths and areas for development across the school
- Through regular pupil progress meetings between class teachers and Senior Leadership Team, the progress and attainment of all children is discussed including barriers to learning and solutions to these barriers. The discussions take place with children’s up to date progress tracking.
- Teachers’ performance management targets include a target related specifically to the progress of children entitled to pupil premium
- We use research such as the Sutton Trust Toolkit to support us in selecting appropriate strategies

Identification of Pupils

- All staff are aware of those children who are entitled to pupil premium
- All teaching staff and teaching assistants are involved in discussions about individual children and their needs
- Underachievement at all levels is targeted (not just lower attaining children)
- All pupil premium children benefit, not just those who are under performing

Improving Day to Day Teaching

- We are dedicated to the view that ‘Quality First’ teaching from all staff across the school is the most important feature in supporting learning of all children
- We have significantly redesigned our provision in the EYFS and KS1, making learning more impactful and completely overhauling our provision of phonics having introduced Read, Write, Inc. The school leadership team has worked extensively to ensure high standards and to monitor progress. This change was made partially in response to the need for some Pupil Premium-entitled children to further develop the “characteristics of effective learning” and to ensure all children are engaged and challenged in their early education. Academic standards are improving for all children as a result of this change.
- High expectations are set for all children and monitored both formally and informally across the school by all subject leaders
- We ensure that there is a consistent message around expectations including in marking, handwriting, guided reading and moderation
- We share good practice within the school and draw on external expertise both for teachers and teaching assistants

Increasing Learning Time

- We address punctuality and attendance using school-wide and individual approaches
- We extend learning beyond the school day including a wide range of homelearning and ‘catch-up’ clubs

- We provide early intervention in foundation stage and KS1

Individualising Support

- We ensure that additional support provided is effective by considering the learning needs of each individual child and having a clear purpose for each intervention session
- We ensure that support staff and class teachers communicate regularly
- Team leaders and class teachers have a clear picture of interventions in their team and the impact that these are having
- We work with external agencies and advisors including our Place2Be counselling service, CAMHS, educational psychologists, speech and language therapists and a school-home support practitioner to ensure that individuals are best supported

Working with Parents

- As well as liaising closely with parents about expectations for their children, we also provide extensive information about the curriculum and its delivery. New curriculum letters are sent home each half term and clearer expectations are made around home learning.
- We hold termly parents' meetings informing about expectations and areas that children will be studying.
- We hold regular parent information sessions helping parents and carers to better support their children in terms of academic progress and emotional wellbeing.
- We are improving channels of communication with parents with a view to heightening engagement and providing information in a range of ways. The annual report format is clearer and informs parents about academic progress in a more transparent manner than previously, and assessment outcomes are sent home twice each year, giving parents more information about progress and standards.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Assessments over time indicate that children entitled to the pupil premium underachieve at the Higher Standard when compared to their peers in writing and maths in particular. |
| 2 | Pastoral and behavioural support and incidents tell us that our financially disadvantaged pupils tend to have experienced more challenging times during the COVID-19 pandemic than others, and this is affecting academic progress as well as wellbeing. This data is supported by national research. |
| 3 | Reduced financial resource makes targeted intervention more difficult, and makes efficacy ever more important. The quality of interventions must therefore be higher and must be highly accountable. |
| 4 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 5 | Statistically, children entitled to the Pupil Premium tend to lag behind their peers in terms of oral language acquisition, and this affects progress across the curriculum. |
| 6 | Lack of cultural capital and experiences for many of our disadvantaged group negatively impacts on their ability to engage meaningfully with learning. |

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 |
|--|--|
| Greater parity between children entitled to the Pupil Premium and their peers in maths and writing | Achievement of children entitled to the Pupil Premium is in line with peers in maths and writing at the Higher Standard. |
| Pastoral and behavioural needs are better met, enabling all children to make increased progress. | Exclusion rates at Ashmount lower than national average. Reduction in recorded behavioural incidents over time. |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil voice and ongoing formative assessment. |
| Increased impact from Teaching-Assistant – led interventions | PP-entitled children who access TA-led interventions make increased progress. |

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. A full costing document can be found on our website.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £126,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Release time for leaders – developing teaching and learning, as well as administrative time for assessment and scrutiny of learning and other outcomes</i> | The quality of teaching that children receive on a day-to-day basis is the single biggest factor in determining outcomes according to the EEF . At Ashmount, developing teaching has been our primary focus over the last 7 years, and we now have effective middle-leaders who are driving improvement. | 1, 2, 3, 4 |
| <i>Funding for out of class Deputy Headteacher inclusion leader (0.8)</i> | Children who are entitled to the Pupil Premium are more likely to have compound disadvantage than others (such as SEND – including SEMH, and high mobility). Having a senior leader who can lead on addressing these complex needs is critical if we are to tackle disadvantage. The EEF implementation guide suggests schools “create a leadership environment and school climate that is conducive to good implementation.” This role does just that. | 1, 2, 3, 4 |
| <i>Additional hour per week for TA’s</i> | Ashmount has very strong classroom support, and we restructured in summer 2021 in order to ensure good value. But ensure that TA’s utilised in ways that follow EEF guide to effective use of Teaching Assistants . All support staff are supported with an additional hour that is used to provide time for support staff to directly liaise with teachers to ensure their support in class is optimal. | 1,2,3 |
| Teaching monitoring and support – collaborative work – gap analysis – lesson study and best practice | We have moved to a live marking process across the school to free up staff to focus on teaching and learning but also ensure that planning is amended dynamically to ensure our key children make the sustained progress that will help them bridge the gap. This feeds into half termly assessment and gap analysis which allied to rigorous fortnightly pupil progress meeting seeks to ensure all children make strong progress. | 1,3,4 |

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

Budgeted cost: £,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Maths intervention | Small group interventions work . Developing Maths mastery skills with key disadvantaged groups have strong impact. At Ashmount, we are using a trained TA to intervene with small groups focusing on skill acquisition and development. | 1, 3, 4 |
| <i>Action Tutoring (maths tutoring for years 5/6) as well as weeks Easter school</i> | Tutoring can be highly effective when carried out effectively. However, it is costly. We have worked with Action Tutoring for a number of years, and impact has been high in terms of academic progress and confidence, as evidenced by yearly reports received from them as well as SATs and other outcomes. We have also annually run a weeks' Easter study programme to support key disadvantaged children in Year 6 | 1, 3 |
| <i>National Tutoring Programme tutor</i> | Tutoring can be highly effective when carried out effectively. However, it is costly. The NTP funding will allow us employ an expert tutor who will work with groups of 2 or 3 children in years 2-6 on highly targeted interventions. | 1, 3, 4 |
| 1:1 and small group support within the class and TA support in class | Ensuring TA's are focused on intervening with small groups of children during the school day, but also through before and after school provision is as the EEF says small group tuition is an effective way of ensuring that key disadvantaged groups make significant gains in their learning. 44% specific support of 10 staff. | 1,2,3,5 |

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

Budgeted cost: £ 80,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Place2Be Counselling service (0.44 of cost)</i> | Our counselling service is highly effective in supporting children and families in emotional need. Termly and annual reports evidence it's impact. Most children who access regular, referred counselling (1 hour per week for a minimum of one term), are in receipt of the Pupil Premium. The service also supports staff in delivering social and emotional education, with behavioural intervention, developing metacognition, and parental engagement – all aspects of teaching and learning with high impact according to the EEF. | 2 |
| <i>Subsidy for sending PP children on residential trips</i> | The impacts of residential trips are wide-ranging. Learning Away , a study conducted by the Paul Hamlyn Foundation found that children benefit hugely from outdoor experience . We know that children entitled to the Pupil Premium have sometimes missed out on these enriching experiences, and that this has had a detrimental affect on confidence as well as on knowledge and understanding of the world. | 1, 2, 3, 4, 5 |
| Pupil premium children have benefit from a range of activities and experiences to broaden their experiences and curriculum | Ensuring children have a rich experiential curriculum is essential in developing both their engagement and improved attainment outcomes. To this effect we support this group of children in accessing an array of curriculum trips that we offer and wider support for club enrichment activities. | 6 |
| <i>Enrichment subsidy – (44% of cost)</i> | Learning an instrument has a significant impact on academic success . However, high quality lessons are expensive and this puts them out of the reach of many families entitled to the Pupil Premium. In order to address this issue, we are investing in lessons for Year 4, taught by our own music teacher and a peripatetic Violin teacher. In addition we have a whole-cohort music lessons | 1, 2, 3, 4, 5 |

| | | |
|---|--|---|
| | taught by our own in house music teacher and Pelican Music Service. | |
| Trauma Informed Practice programme through Learning mentor and wider staffing support (44% of the cost) | Metacognitive interventions are known to have high impact on learning. Trauma Informed approaches ensure staff understand the impact of trauma on brain development and offer strategies to overcome the barriers in place to learning as a result (see here). | 2 |

Total budgeted cost: £ 282,000

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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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 |
|--------------------------------|-----------------|
| Action Tutoring maths tutoring | Action Tutoring |
| Read, Write, Inc | Ruth Miskin |
| Bean Stalk Readers | Beanstalk |
| Tutormate reading tutoring | Tutormate |