

## Pupil premium strategy statement 2020-23

### School overview

Metric	Data
School name	Ashleigh Primary School and Nursery
Pupils in school	519
Proportion of disadvantaged pupils	15%
Pupil premium allocation this academic year	£99,390
Academic year or years covered by statement	2020-23
Publish date	Sept 2020
Review date	Aug 2021
Statement authorised by	Lucy Greenacre
Pupil premium lead	Hannah Meek
Governor lead	Carolyn Ellis-Gage

### Disadvantaged pupil progress scores for last academic year

Awaiting government guidance on progress measures for 2020

Measure	Score
Reading	
Writing	
Maths	

### Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	60%
Achieving high standard at KS2	40%

**At Ashleigh we have high expectations of all children. We aim to provide our disadvantaged pupils with the tools they need to be ready for learning and ready for life.**

<b>Readiness for learning:</b> Academic Areas of Focus	<b>Readiness for life:</b> Non Academic Areas of Focus
Scaffolding learning and structuring lessons so that all children can make academic progress.	Teaching our children to self-regulate.
Building on language development.	Enhancing support for families and raising parental engagement in children's learning.
Early intervention for speech and language.	Ensuring they have food, equipment and mental health support.

Closing academic gaps through forensic assessment and targeted support.	Supporting children with their social skills and conflict resolution through emotional literacy.
Building levels of independence and teaching children learning behaviours.	Raising aspirations for all children.
	Targeted support for any children who have had an Adverse Childhood Experience, such as: <ul style="list-style-type: none"> <li>• domestic violence</li> <li>• parental abandonment through separation or divorce</li> <li>• a parent with a mental health condition</li> <li>• being the victim of abuse (physical, sexual and/or emotional)</li> <li>• being the victim of neglect (physical and emotional)</li> <li>• a member of the household being in prison</li> <li>• growing up in a household in which there are adults experiencing alcohol and drug use problems:</li> </ul>

Additional considerations as a result of COVID-19 school closure may be:

- A significant number of disadvantaged children have not attended school in lockdown and this may impact upon attendance when school reopens.
- For some children the experience of a pandemic will be an Adverse Childhood Experience and will have had an impact on their mental health.
- Some children may have experienced bereavement or loss during this time.
- Some children will have struggled to manage home learning during school closure due to: parental engagement, lack of technology/ internet access, number of siblings working at different levels. Therefore, there may be additional gaps in knowledge and readiness for learning.

### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	High quality teaching and learning and use of PIXL and phonics analysis to provide effective assessment for learning for all.
Priority 2	All children will have access to high quality art, music and outdoor learning to ensure high quality broad and balanced curriculum and promote SEMH.
Areas of Focus that these priorities address	Scaffolding learning and structuring lessons so that all children can make academic progress. Closing academic gaps through forensic assessment and targeted support. Building levels of independence and teaching children learning behaviours.
Projected spending	£43,000

### Teaching priorities for current academic year

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Progress in Reading	Achieve above national average progress scores in KS2 Reading.	Sept 21
Progress in Writing	Achieve above national average progress scores in Writing.	Sept 21
Progress in Mathematics	Achieve above national average progress scores in Writing.	Sept 21
Phonics	Achieve national average expected standard in PSC for current Year 2	Dec 20
	Achieve national average expected standard in PSC for Year 1	Sept 21
Other	Attendance for disadvantaged children will continue to be in line with non-disadvantaged.	Sept 21

### Targeted academic support for current academic year

<b>Measure</b>	<b>Activity</b>
Priority 1	High quality evidence based intervention delivered by PP lead, class teachers and TAs.
Priority 2	Continue to embed Thrive into our provision for disadvantaged children.
Areas of focus that these priorities address	<p>Scaffolding learning and structuring lessons so that all children can make academic progress.</p> <p>Closing academic gaps through forensic assessment and targeted support.</p> <p>Building levels of independence and teaching children learning behaviours.</p> <p>Supporting children with their social skills and conflict resolution through emotional literacy.</p> <p>Targeted support for any children who have had an Adverse Childhood Experience.</p> <p>Teaching our children to self-regulate.</p>
Projected spending	£33,000

### Wider strategies for current academic year

<b>Measure</b>	<b>Activity</b>
Priority 1	Create and embed a 'Woodland club.
Priority 2	Provide additional cultural experiences for children to help them to access to the broad and balanced curriculum (Brilliant club, Trips and Clubs, instrumental lessons, Art projects and experiences).

Areas of focus these priorities address	<p>Teaching our children to self-regulate.</p> <p>Supporting children with their social skills and conflict resolution through emotional literacy.</p> <p>Ensuring they have food, equipment and mental health support.</p> <p>Raising aspirations for all children.</p> <p>Enhancing support for families and raising parental engagement in children's learning.</p>
Projected spending	£23,390

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Staff need to be confident in using PIXL for formative assessment.</p> <p>Staff need training to become more confident in using outdoor learning. Some development of the outdoor space is needed.</p>	<p>INSET training. Raising Standards Lead to provide support and training throughout the year (See RSL action plan)</p> <p>Forest Schools training, staff meetings used to share good practice. Pupil Premium lead working closely with PE lead on developing outdoor learning.</p>
Targeted support	Ensuring that teachers and TAs have training and time to deliver high quality evidence based intervention (PIXL).	INSET training, timetabling of times where teachers can lead intervention, employ additional staff to provide high quality cover for class teachers to do interventions.
Wider strategies	Engaging families who face the most challenges.	Working with safeguarding team, monitoring of attendance, parent-friendly publications and time to build relationships. Weekly SEMH team meetings.

### Review: last year's aims and outcomes

Aim	Outcome
Writing measures continue to show diminishing the difference year on year.	Due to school closure, summer term data has not yet been officially published. At present this cannot be compared with national average as these publications have been suspended. Internal analysis shows that 80% of children made at least expected progress between KS1 and KS2.
Reading and phonics gap diminishes.	<p>Phonics analysis shows that changes made during the last academic year to the teaching of phonics in EYFS had a significant impact on the progress of children throughout the Autumn term and 83% of children were 'on track' with their Phase 5 sounds compared to 54% at the same point in the previous year.</p> <p>Analysis of a mock phonics screening from February showed 60% of PP children already meeting the target which is an improvement on the 44%</p>

	<p>result in June last year, showing the impact of the intervention on phonics in EYFS last academic year.</p> <p>Recruitment and training of additional reading volunteers has meant that most year groups have an additional adult at least one afternoon per week to hear readers.</p>
Maths measures show diminishing the difference year on year.	As with the writing measure, summer term data is teacher assessed due to school closure. Internal school measures show that 90% of PP children made at least expected progress in Maths from KS1 to KS2 (20% made more than expected progress)
Behaviour for learning improves and negative behaviours decrease.	<p>The Oracy project had a positive impact on the focus groups' behaviours for learning (see pupil voice surveys, anecdotal evidence from class teachers, community feedback, parental feedback, videos show positive self-image and confidence)</p> <p>Peer reading tutor mini observations show high quality reading peer reading support and focus on relationships and building self-esteem. Increased frequency of reading aloud in reading journals for target group and 100% of children made progress with reading level as a result of this.</p> <p>Whole staff Thrive training on using the online tools has enabled analysis of all children so that support is targeted accurately.</p>
Parental involvement in school and attendance improves	<p>Positive parent feedback on tapestry from EYFS games library.</p> <p>Positive parent feedback at phonics family event and reference to use of the games modelled at the event during school closure.</p> <p>Positive parent feedback at Oracy project performance and for Brilliant Club Launch.</p> <p>Positive relationships with parents and ongoing support offered through additional phone calls, school newspaper and book parcel deliveries during school closure.</p>
Pupil premium children are given additional opportunities and experiences that link to the school curriculum	<p>Use of baseline low stakes testing before and after additional trips and experience show the positive impact of using trips such as CEFAS trip to pre-teach vocabulary for a topic.</p> <p>Improved writing outcomes as a result of additional experiences, e.g Langham Dome flashback writing contains vivid descriptions of a setting as children were able to visualise this after the trip.</p> <p>The Brilliant Club- successful launch trip, but postponed programme until Autumn term.</p> <p>PP funding meant that all PP children attended the residential. 2 places were fully funded by PP. Resilience and determination from these experiences were drawn upon with PP children during school closure.</p>