

## Pupil Premium Strategy 2020-23

### School overview

School name	Ashleigh Primary School and Nursery
Pupils in school	519 (including Nursery)
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

## 2019 Outcomes and Progress

### KS2 PP Pupil performance data for 2019 (last published outcomes)

KS2	Number of Pupils	% Pupils	Reading Expected Standard	Writing Expected Standard	Maths Expected Standard	RWM Expected Standard	Reading High Standard	Writing Greater Depth	Maths High	RWM High	Reading Progress	Writing Progress	Ma Prog
<b>National All</b>			73%	78%	79%	65%	27%	20%	26%	10%	0.00	0.00	
<b>All</b>	61		84%	90%	90%	82%	33%	31%	43%	23%	1.51	2.09	
<b>Difference All</b>			11%	12%	11%	17%	6%	11%	17%	13%	1.51	2.09	

<b>National Disadvantaged</b>			62%	68%	67%	51%	17%	11%	16%	5%	-0.59	-0.45	-
<b>Disadvantaged</b>	12	20%	75%	92%	92%	75%	33%	8%	25%	8%	3.71	3.33	-
<b>Difference Disadvantaged</b>			13%	24%	24%	24%	16%	-3%	9%	4%	4.30	3.78	-
<b>National Non-disadvantaged</b>			76%	82%	82%	69%	30%	22%	30%	12%	0.34	0.32	-
<b>Non-disadvantaged</b>	49	80%	86%	90%	90%	84%	33%	37%	47%	27%	0.98	1.78	-
<b>Difference Non-disadvantaged</b>			9%	8%	8%	15%	3%	15%	17%	14%	0.64	1.46	-

**KS1 Outcomes 2019** Please note that of the 7 PP children, 3 children should be viewed against SEN national data a. This explains the gap between Ashleigh PP results and National PP results.

KS1	Number of Pupils	Reading Expected Standard	Writing Expected Standard	Maths Expected Standard	Reading High Standard	Writing Greater Depth	Maths High
<b>National All</b>		75%	69%	76%	25%	15%	22%
<b>All</b>	60	83%	82%	83%	28%	17%	27%
		8%	13%	7%	3%	2%	5%
<b>National Disadvantaged</b>		62%	55%	63%	14%	7%	12%
<b>Disadvantaged</b>	7	43%	43%	43%	14%	0%	14%
		-19%	-12%	-20%	0%	-7%	2%
<b>National non-disadvantaged</b>		78%	73%	79%	28%	17%	24%
<b>Non-disadvantaged</b>	53	89%	87%	89%	30%	19%	28%
		11%	14%	10%	2%	2%	4%
<b>National SEN K</b>		33%	24%	36%	5%	2%	5%
<b>SEN K</b>	8	50%	38%	50%	0%	0%	0%
		17%	14%	14%	-5%	-2%	-5%

<b>National non-SEN</b>		83%	78%	83%	28%	17%	25%
<b>Non SEN</b>	52	88%	88%	88%	33%	19%	31%
		5%	10%	5%	5%	2%	6%

Phonics	Number of Pupils Year 1	Year 1 National	Year 1 School	Year 1 Difference to National	Number of Pupils Year 2	Year 2 National	Year 2 School	Year 2 Difference to National
<b>All</b>	<b>63</b>	<b>82%</b>	<b>84%</b>	<b>2%</b>	<b>12%</b>	<b>56%</b>	<b>100%</b>	<b>44%</b>
<b>Disadvantaged</b>	9	71%	44%	<b>-27%</b>	5%	50%	100%	<b>50%</b>
<b>Non-disadvantaged</b>	54	84%	91%	<b>7%</b>	7%	59%	100%	<b>41%</b>

EYFS	Expected Or Exceeding			
	2019 % GLD Exp or Exc	National	School(s)	Difference
<b>All</b>	<b>71.8</b>	<b>77</b>	<b>5</b>	
<b>Non-FSM</b>	<b>75</b>	<b>81</b>	<b>6</b>	
<b>FSM</b>	<b>56</b>	<b>40</b>	<b>-16</b>	

### Areas of Focus for Pupil Premium Children

At Ashleigh we have high expectations of all children. We aim to provide our Pupil Premium pupils with the tools they need to be ready for learning and ready for life and to overcome any barriers to their learning.

<b>Readiness for learning:</b>	<b>Readiness for life:</b>
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Academic areas of focus to overcome potential barriers	Non-academic areas of focus to overcome potential barriers
1. Scaffolding learning and structuring lessons so that all children can make academic progress.	5. Teaching our children to self-regulate.
2. Early intervention for speech and language (see catch up premium)	6. Enhancing support for families and raising parental engagement in children's learning.
3. Closing academic gaps through forensic assessment and targeted support.	7. Ensuring they have food, equipment and mental health support.
4. Building levels of independence and teaching children learning behaviours.	8. Supporting children with their social skills and conflict resolution through emotional literacy.
	9. Raising aspirations for all children.
	10. 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.

**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

### Three Tiered Approach (Recommended by EEF 2019)

#### 1. High Quality Teaching for All

Measure	Activity	Rationale
Priority 1	High quality teaching and learning and use of PIXL and phonics analysis to provide effective assessment for learning for all.	<p>The Education Endowment Fund (EEF) rates high quality feedback as the most effective intervention: "Feedback studies tend to show very high effects on learning. +8 months" PIXL provides a forensic approach to formative and summative assessment to ensure that support is targeted specifically. Enabling small group PIXL interventions led by the class teacher or TA provides frequent opportunities for high quality feedback.</p> <p>See SIDP Priority 1</p> <p>In School evidence (2019 KS2 outcomes) show that the use of PIXL assessment and therapies in Year 6 was successful in narrowing the gap for PP children.</p> <p>EEF toolkit states: "Small group tuition is most likely to be effective if it is targeted at pupils' specific needs." The PIXL approach enables teachers to be forensic in their small group tuition.</p>
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.	<p>Art provision is important because it "Equips pupils with the cultural capital they need to succeed in life and nurture their imagination and creativity" (Artsmark website)</p> <p>"Disadvantaged pupils and pupils with SEND acquire the <b>knowledge and cultural capital</b> they need to succeed in life" (Ofsted Framework, 193)</p> <p>EEF toolkit- Arts Participation +2 months on academic outcomes.</p> <p>"Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported." (EEF Toolkit)</p> <p>See SIDP Priorities 2 and 3.</p>
<b>Areas of focus that these priorities address (see above): 1, 3 &amp; 4</b>		

Projected spending	£43,000
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## 2. Targeted academic support for current academic year

Measure	Activity	Rationale
Priority 1	High quality evidence based intervention delivered by PP lead, class teachers and TAs.	<p>Feedback – EEF toolkit +8months. Small group interventions delivered by the class teacher or TA create opportunities for regular and focused feedback.</p> <p>Priority 1 SIDP- Staff CPD linked to Rosenshine's principles. Where the class teacher is delivering the intervention, they are best placed to embed knowledge from intervention into daily review "Daily review can strengthen previous learning and can lead to fluent recall" (Barak Rosenshine, "Principles of Instruction")</p> <p>EEF Small group tuition = + 4 months.</p> <p>Ashleigh OFSTED report 2018 "Disadvantaged pupils often make better progress than other pupils, so that any differences between the two groups are rapidly diminishing. This is due to outstanding teaching, learning and assessment, aided by the highly effective targeted support from the skilled pupil premium teacher."</p>
Priority 2	Continue to embed Thrive into our provision for disadvantaged children.	<p>Metacognition and self-regulation EEF toolkit = +7 months SIDP Priority 3</p> <p>SEL interventions EEF Toolkit + 4 months.</p>
<b>Areas of focus that these priorities address (see above): 1,3,4,5,8,10</b>		
Projected spending	£33,000	

### 3. Wider strategies for current academic year

Measure	Activity	Rationale
Priority 1	Create and embed a 'Woodland club'.	EEF toolkit. Adventure learning =+4 months : "Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. " "There is also evidence of an impact on non-cognitive outcomes such as self-confidence.  The EEF evidence suggests that the impact is "greater for more vulnerable students" and recommends intervention longer than a week outdoor learning programmes and those in "wilderness settings"  See also SIDP Priority 3
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).	EEF toolkit- Arts Participation +2 months on academic outcomes. "Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported." (EEF Toolkit)  See SIDP Priority 3 See Previous Brilliant Club impact report.
<b>Areas of focus that these priorities address (see above): 5,6,7,8,9</b>		
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 closing the gap 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. See 2019 KS2 Progress data above. At the end of KS2, 90% achieved the expected standard. This was 24% above National PP and 2% above the non-disadvantaged results. End of KS2 Writing progress was 3.78 above National and non-PP was 1.78, consequently PP children at the end of KS2 made more progress in writing than non-PP.
Reading and phonics gap diminishes.	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 all children were 'on track' with their Phase 5 sounds compared to 54% at the same point in the previous year.

	<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% 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 closing the gap year on year.	See 2019 end of KS2 outcomes above. 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	<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>

school curriculum	<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. For example, during a phone call with a PP child during lockdown when they were finding their learning difficult and wanted to give up they said "I remember I felt like this at the top of the climbing wall, but I kept going".</p>
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