

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	Ashleigh Primary School and Nursery
Number of pupils in school	439 (excluding nursery)
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	6.10.21
Date on which it will be reviewed	13.9.21
Statement authorised by	John McConnell
Pupil premium lead	Hannah Meek
Governor / Trustee lead	Carolyn Ellis-Gage

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,390
Recovery premium funding allocation this academic year	£9,570
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	£108,960

Part A: Pupil premium strategy plan

Statement of intent

Our school philosophy is that the school staff, parents and governors will work together to make a difference to all children. Our ethos is centred around the idea of “All different, all equal, all learning”. Our aim is to ensure that children eligible for the Pupil Premium Grant make accelerated progress as they move through the school. We recognise that excellent teaching is the most important lever schools have to improve outcomes for disadvantaged students and therefore aim to offer education which is challenging, enjoyable and knowledge rich. We will have succeeded if our students show readiness for learning, readiness for life and are given the chance to achieve the best results possible.

Overcoming barriers to learning is at the heart of our Pupil Premium Strategy. We use evidence-informed research to make decisions on the best approaches for all of our students. Details of how we do this using a tiered approach can be found in the three-year Pupil Premium Strategy.

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring all students have access to High Quality Teaching and Learning in every lesson.
- Closing the attainment gap between disadvantaged students and their peers.
- Providing targeted academic support for students who are not making the expected progress.
- Addressing non-academic barriers to attainment such as attendance, behaviour, mental health and adverse childhood experiences/trauma.
- Ensuring that the PPG reaches the students who need it most.
- Working with parents to ensure that children have the necessary resources for learning and are given opportunities to participate in extra-curricular activities.

Challenges

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

Challenge number	Detail of challenges faced by some of the children receiving the Pupil Premium Grant.
1	Poor language and communication starting points.
2	Below average reading comprehension skills lead to slow progress across the curriculum.
3	Below average numeracy.
4	Social, emotional and mental health needs, including those children who have had Adverse Childhood Experiences.
5	Poor attendance.
6	Variation between families in ability to support children to achieve the expected standard across the curriculum.
7	Some children have had limited cultural experiences. This can impact on their vocabulary acquisition and ability to access a knowledge-based curriculum.

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
Pupil Premium children make accelerated progress in reading.	<p>Achieve above national average attainment and progress scores in KS2 Reading.</p> <p>Learning walks and pupil surveys show that children are choosing appropriate reading books.</p> <p>Accelerated Reader tracking shows accelerated progress for Pupil Premium children in reading.</p>
Pupil Premium children make accelerated progress in maths.	<p>Achieve above national average attainment and progress scores for Pupil Premium children in KS2 maths.</p> <p>Internal data shows a closing of the gap between Pupil Premium and non-Pupil Premium in mathematics.</p>
Phonics outcomes for Pupil Premium children are in line with national average for disadvantaged children. The gap between Ashleigh Pupil Premium and non-Pupil Premium results is closing.	<p>Achieve national average expected standard in PSC for current Year 2.</p> <p>Achieve national average expected standard in PSC for Year 1.</p> <p>Internal data analysis shows a closing of the gap between Ashleigh Pupil Premium and non-Pupil Premium.</p>
Pupil Premium attendance is in line with the whole school target of _____	<p>Attendance data for disadvantaged children will continue to be in line with non- disadvantaged.</p> <p>Early intervention plans will evidence the support given to any persistent absentees and attendance percentages will improve following these plans.</p>
Children in need of SEMH support are identified early and given appropriate targeted intervention so that they can achieve their academic potential.	<p>Whole class Thrive assessments show the progress of each cohort across the year.</p> <p>Individual Thrive assessments show the positive impact of Thrive interventions over time.</p> <p>Academic outcomes for children receiving SEMH intervention are monitored during pupil progress meeting. Children receiving SEMH intervention make expected progress with academic outcomes.</p>

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: £0 (We invested £78,562 of a Pupil Premium surplus in the Summer Term 2020-21 towards the start-up costs for the following activities)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce Read, Write, Inc. as the new SSP programme for the school.	<p>EEF Toolkit</p> <p>1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>3. The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>We are implementing the use of the Read, Write, Inc reading books recommended by the DfE and meeting the Ofsted Framework: “At the early stages of learning to read, reading materials are closely matched to learners’ phonics knowledge” (Ofsted Framework, updated July 2021)</p>	2
Introduce Accelerated Reader programme to KS2	<p>EEF Toolkit +3 months</p> <p>Accelerated reader provides tracking and ensures children choose appropriate books for their level. The quizzes ensure comprehension. Ofsted recommends: “A rigorous approach to the teaching of reading develops learners’ confidence and enjoyment in reading.” (Ofsted Framework, updated July 2021)</p>	2
Embed Maths No Problem to ensure high standards in maths continue.	<p>EEF guidance on improving Mathematics in Key Stages 2 & 3- Maths- No Problem! Incorporates these approaches.</p> <p>EEF – Mastery Learning= +5 months</p>	3

	In school data analysis shows continuously improving picture following the introduction of this approach.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 86,590

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality evidence based intervention delivered by PP lead, class teachers and TAs (PIXL, NELI, Talk Boost, Precision Teaching)</p> <p>Early Start Club Intervention</p>	<p>The Education Endowment Fund (EEF) rates high quality feedback as one of the most effective interventions: “Feedback studies tend to show very high effects on learning. +6 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>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 Small group tuition = + 4 months. 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> <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> <p>NELI intervention is being used in Reception. This was DfE recommended catch up approach. Oral Language intervention -EEF toolkit= +6 months.</p>	1,2,3
<p>Continue to embed Thrive into our provision for disadvantaged children.</p>	<p>Metacognition and self-regulation EEF toolkit = +7 months</p> <p>SEL interventions EEF Toolkit + 4 months.</p>	4

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

Budgeted cost: £22,979

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ukulele and African drumming delivered by music specialists	EEF toolkit- Arts Participation +3 months on academic outcomes. “Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.” (EEF Toolkit)	7
Additional Forest Schools provision including a lunchtime club	EEF toolkit- Metacognition and self-regulation +7 months. “According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.” (EEF Toolkit) Lunchtime woodland club is one of the strategies used to provide a different environment for these children and model social skills.	4,7
Funding to be used to ensure equal opportunities for children, helping them to access to the broad and balanced curriculum (Trips and Clubs, instrumental lessons, Art projects and experiences, uniform).	EEF toolkit- Arts Participation +3 months on academic outcomes. See SIDP Pillar 7. “A rich and creative curriculum, within <u>and beyond the classroom</u> , fully meeting the needs of individuals and groups of students.”	6, 7
Inclusion Lead will work closely with attendance lead and safeguarding team to ensure the highest quality family support is in place.	EEF Toolkit- Parental engagement +4 months. SIDP “Pillar 10. Keeping children safe woven through every aspect of the school’s work.”	5,6

Total budgeted cost: £ 109,569

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.

Review of strategy aims

Aim	Target	Target date	Outcome
Progress in Reading	Achieve above national average progress scores in KS2 Reading.	Sept 21	See appendix 1 for KS2 attainment outcomes. When compared with national averages from 2019, Ashleigh disadvantaged pupils are in line with or higher than national average for non-disadvantaged in all areas.
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	Year 1 phonics screening for PP was below national average from 2019 (last published data), however these children have been significantly affected by school closure and progress data shows that PP children passing the phonics screening in March was 11% and increased to 45%.
	Achieve national average expected standard in PSC for Year 1	Sept 21	

KS1 Phonics Screening Report Summer 2021

Phonics screening took place in March 2021 on return from lockdown and again in June. This report analyses the progress made between these dates.

Year 1 – Overall results

Score	March Screening	June Screening	June AFS
32 or over	52% 32/62	77% 48/62	36.3
25-31	15% 9/62	13% 8/62	28
20-24	10% 6/62	2% 1/62	23
Below 19	24% 15/62	8% 5/62	11

Year 1 - Vulnerable groups comparison (% scoring 32 or over)

	March 2021	June 2021
All Pupils	52%	77%
SEN	29%	71%
EAL	44%	78%
Pupil Premium	11%	45%

Year 1 - comparison with National data

	2019 National	2018 Ashleigh	2019 Ashleigh	2021 Ashleigh
All Pupils	82%	80%	84%	77%
SEN	43%	50%	20%	71%
EAL	82%	71%	100%	78%
Pupil Premium	71%	67%	44%	45%

Year 2

Year 2 – Overall results

Score	Feb 2020 Screening	End of Aut '20 Statutory Screening	June 2020 Screening
32 or over	72% 43/60	89% 57/64	98% 63/64
25-31	13% 8/60	5% 3/64	2% 1/64
20-24	3% 2/60	3% 2/64	0
Below 19	12% 7/60	3% 2/64	0

The average point score has increased from 37.5 (End of Aut '20 statutory screening) to 38.5 (June screening 2020).

Year 2 - Vulnerable groups comparison (% scoring 32 or over)

	End of Aut '20 Statutory screening	June 2021
All Pupils	89% 57/64	98% 63/64
SEN	33% 1/3	3/3 100%
EAL	50% 1/2	2/2 100%
Pupil Premium	67% 4/6	5/6 83%

			67% of PP children passed the statutory phonics screening in Autumn which is slightly below national average from 2019 (71%) but there are only 6 PP children in the cohort. In June 5/6 passed the screening and the child who did not pass made accelerated progress from their starting point. See phonics screening report for further commentary and next steps.
Other	Attendance for disadvantaged children will continue to be in line with non- disadvantaged.	Sept 21	See appendix 5 for a graph showing this comparison. Since 8 th March (school reopening) PP attendance has been in line with non- PP and has been above the school target every month apart from in June where PP attendance was 95.57%. Attendance panel meetings have been held for all students where attendance is below 90%.

RAG rating of approaches used this academic year:

How we spent our pupil premium budget this academic year	Intended impact	Had the desired impact ?	Evidence	Next steps
Implement the use of PIXL for formative assessment	<ul style="list-style-type: none"> ✓ All staff will be confident in using the PIXL assessment system and will use this in pupil progress meetings. ✓ Interventions will be forensic and follow the DTTR approach. ✓ Time will be given within the timetable for class teachers to run therapy groups where needed. 	YES	<p>-Year group data analysis shows closing the gap for children identified in December as key marginal (See appendix 1,2)</p> <p>-PIXL therapy group tracking has been used consistently in Years 2,3,4,5 and 6 to identify targets and track progress for most interventions.</p> <p>-Learning walks and book scrutiny show evidence of interventions targeted to the needs highlighted by PIXL QLA.</p>	-Inclusion champion to work with raising standards lead to ensure that the right children are targeted and that impact of PIXL for formative assessment continues.

			<p>-New Pupil Progress Meeting template informed by PIXL and ensures a forensic approach to these discussions.</p> <p>-In the absence of national published data, we have been able to benchmark against other PIXL schools and this information has been reported to governors (see appendices 1,2,4)</p> <p>- "Staff have the autonomy and the expectation that they will interrogate the data sets using the Partners in Excellence (PIXL) approach. The school uses PIXL to create a structure which allows challenge and support to be a natural outcome. The role of the Pupil Premium lead, as the children's champion, ensures that no children are forgotten." (VNET PP audit May 2021)</p>	
Employ a specialist Art teacher	<ul style="list-style-type: none"> ✓ Children will have access to both interventions with class teacher and high quality art provision. Children will not be removed from foundation subjects for therapies. ✓ Children will make accelerated progress in art and intervention. ✓ Teachers will be given targeted time to work with children on their PIXL targets. 	YES	<p>-Children across the school have made accelerated progress in art (appendix 8)</p> <p>-Collaborative and community projects have raised the profile of art in our school.</p> <p>-Year 6 transition art project has focused on the vocabulary needed to access the KS3 curriculum, as this was identified as a key barrier to transition.</p> <p>-See example impact analysis (appendix 2)</p> <p>"One of the successes of the use of Pupil Premium had been in the employment of a specialist art teacher. Through this appointment, not only do children have access to a highly talented artist and</p>	

			teacher to support them in their learning in art, it also allows the release of the class teacher to ensure children can receive the highest quality intervention." (VNET PP audit, May 2021)	
Employ an additional Level 3 Forest Schools TA to provide targeted SEMH intervention for groups of children and allow timetabling of class teacher interventions.	<ul style="list-style-type: none"> ✓ Children with an SEMH need following school closure will have access to Forest Schools as a SEMH intervention. ✓ Forest schools will be used alongside PIXL/Phonics interventions, enabling class teachers to work with children in their class on evidence-based intervention. 	YES	<p>-Evidence from learning walks and pupil progress meetings show that teachers are continuously using formative assessment to inform their interventions and children make accelerated progress as a result of this intervention time.</p> <p>-Forest Schools pupil observations show the progress in problem solving and social skills of individuals. They show individualised learning and show how formative assessment is used to link the learning in class with the outdoors (see appendix 9: example case study for a child with a speech and language target on 'All About Me')</p>	<p>-Timetabling of Forest Schools to be a consistent part of the curriculum for some year groups (teachers to be given opportunities to complete training)</p> <p>-Consider the development of a second Forest Schools area.</p>
All children will have access to high quality art, music and outdoor learning to ensure high quality broad and balanced curriculum and promote SEMH.	<ul style="list-style-type: none"> ✓ 3 additional staff complete forest schools training and are able to support other staff in developing outdoor learning (cost shared with PE budget) ✓ Outdoor space is used effectively and regularly. 	YES	<p>-Forest Schools area has been fully timetabled this year with Reception and Year 3 having regular sessions as well as Mrs Durrant working with Year 1 and Year 4 for a half term each.</p> <p>"The training of staff to lead forest schools and 'The Woodland Club' at lunch time also enhances the wellbeing experience for the children." (VNET PP audit, May 2021)</p>	

<p>All children will have access to instrumental lessons to ensure high quality broad and balanced curriculum and build confidence.</p>	<ul style="list-style-type: none"> ✓ Every child has an opportunity to learn an instrument in every year group. ✓ PP children with an interest in private/group instrumental lessons are funded where needed 	<p>Yes, but affected by covid</p>	<p>- Instrumental lessons have been impacted by covid this year, however ukulele, African drumming and P-bones have all restarted in the summer term.</p> <p>-Individual instrumental lessons continued via zoom during school closure.</p> <p>-3 additional PP children are having funded music lessons this year following phone calls from Mrs Meek</p>	<p>-Music subject lead to map out music curriculum and plan where instrumental lessons will be used to ensure that the whole curriculum is covered.</p>
<p>Intervention Teacher and PP champion</p>	<ul style="list-style-type: none"> ✓ All teachers will have high expectations of all children and no PP child will be forgotten. ✓ All children will be given intervention based on their need. ✓ Families will have access to the support they need through school closure and beyond. 	<p>YES</p>	<p>"The Pupil Premium lead's role in particular is a 'golden thread' in the school's approach to inclusion. Through careful monitoring, reflective practice and impeccable strategic planning, the pupil premium is used to an optimum level. The fund is used carefully to provide support for all vulnerable children." (VNET PP audit 2021)</p> <p>Mrs Meek has been asked to share good practice with other schools.</p> <p>See appendix 6 for further quotations from VNET PP audit.</p>	<p>Mrs Meek to move into the role of 'inclusion champion' and work to continuously promote the school values "All different. All equal. All Learning".</p> <p>Mrs Meek to support other schools in developing inclusive practice (as recommended in VNET audit feedback).</p> <p>Mrs Meek to work with VNET on PP training programme with Marc Rowland.</p>
<p>Phonics analysis and intervention</p>	<ul style="list-style-type: none"> ✓ All staff working in EYFS, KS1 and LKS2 will be confident in delivering phonics using the story time phonics approach. ✓ A forensic approach to tracking phonics will be used in Year 1-3. 	<p>YES</p>	<p>See English lead phonics reports to show impact of phonics teaching from Reception- Year 2.</p> <p>See appendix 2 +4 for evidence of how phonics intervention has closed the gap for PP children.</p> <p>Pupil Progress meeting notes show that teachers have an excellent understanding in gaps in phonics</p>	<p>Implement 'Read Write Inc.' across the school to ensure a 'rigorous and systematic' approach is consistent, as recommended in VNET audit report.</p>

	Children receiving additional phonics intervention make accelerated progress.		and are able to move children forward through formative assessment.	-Read, Write, Inc training. -Timetabling so that Phonics can be taught effectively in small groups.
Continue to embed Thrive into our provision for disadvantaged children. SEMH team to work collaboratively to identify need and provide targeted support.	<ul style="list-style-type: none"> ✓ Children with additional SEMH needs are identified and receive evidence based intervention to meet their needs. ✓ Thrive practitioners provide CPD for other staff through in class modelling. ✓ Staff are trained to identify children who need additional support. ✓ Thrive approach is evident in classrooms. • 	YES	<p>Appendix 10- Thrive Whole class assessment progress.</p> <p>SEMH meetings have allowed opportunities to discuss our responses to SEMH need in the school and CPOMS actions show effective and timely responses.</p>	<p>Step On Training – whole school approach to managing behaviour</p> <p>Update behaviour plans and behaviour policy to ensure that SEMH is a priority in every classroom.</p> <p>Inclusion champion role used to monitor the impact of SEMH intervention.</p>
Create and embed a woodland club into lunchtime provision and provide forest school afternoon intervention for the most	<ul style="list-style-type: none"> ✓ Fewer dysregulated children at lunchtimes ✓ Fewer incidents of disruptive behaviour ✓ Opportunities for children to develop social skills and build self-esteem ✓ Forest schools area is used regularly and is fit for purpose use in all weathers. 	YES	<p>-CPOMS tracking of behaviour shows a decrease in behaviour incidents for children targeted with this approach.</p> <p>-VNET audit report talks of the positive impact of the woodland club.</p>	Consider if it is possible to continue this club with the changes in lunch/ afternoon timetable.

vulnerable children.				
Year 5 Brilliant Club	<ul style="list-style-type: none"> ✓ Children working above expected in writing have an opportunity to take on a challenge to work at Yr 7/8 standard. ✓ Children are given opportunities to learn about university life and study. ✓ Children will show independence and resilience in their preparation for a 1000-word assignment. 	YES	All children achieved at least a 2:1 (a good standard for a Year 7/8 pupil) 7/12 children achieved a 1 st class assignment (an excellent standard for a Year 7/8 pupil)- see also Brilliant Club analysis report.	After considering the needs of the cohort for next year, we will not be running Brilliant Club, but will continue to review each year.
Trips and clubs	<ul style="list-style-type: none"> ✓ All children will have access to trips and experiences to enhance the curriculum. ✓ Year 6 children will have the opportunity to attend a residential regardless of financial situation. ✓ Clubs will be used to promote a broad and balanced curriculum 	YES-impacted by Covid -19	<p>See appendix 7-Virtual Books and baking club feedback</p> <p>All children have had access to lunchtime sports clubs have been used to encourage sport as many extra-curricular activities have been cancelled this year.</p> <p>This has led to one PP child trialling for Norwich City.</p> <p>All Year 6 children who want to attend the Year 6 residential have been supported to attend. Where there have been additional needs, class teachers</p>	<p>Trips and experiences to be mapped into curriculum planning with the key focus on “knowing more and remembering more” (Amanda Spielman) subject leaders to carefully consider how trips and experience can be used to review prior learning and how this might be assessed.</p> <p>Monitor club attendance when clubs relaunch and offer funded spaces to PP children where needed.</p>

			and Mrs Meek have worked with parents to support this.	
Wellbeing Bags + additional books and resources for home learning	<ul style="list-style-type: none"> ✓ All children will have a copy of their guided reading text for Spring term. ✓ PP children will receive an additional book to promote reading for pleasure. 	YES	<p>-PIXL reading results show that Ashleigh is performing higher in Reading at the end of KS2 than the National PIXL average.</p> <p>-KS2 reading results were the highest we have had so far (94% expected + and 48% Greater Depth) This is evidence that children continued to make progress in reading during school closure.</p> <p>-Feedback from parents during phone call check ins showed that children were using the resources and it was promoting 5 ways to wellbeing project.</p>	- Accelerated reader to be used across KS2 to further encourage reading for pleasure and ensure all children have appropriate reading books.

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	Maths Progress
National All			73%	78%	79%	65%	27%	20%	26%	10%	0.00	0.00	0.00
All	61		84%	90%	90%	82%	33%	31%	43%	23%	1.51	2.09	2.73
Difference All			11%	12%	11%	17%	6%	11%	17%	13%	1.51	2.09	2.73
National Disadvantaged			62%	68%	67%	51%	17%	11%	16%	5%	-0.59	-0.45	-0.66
Disadvantaged	12	20%	75%	92%	92%	75%	33%	8%	25%	8%	3.71	3.33	5.00
Difference Disadvantaged			13%	24%	24%	24%	16%	-3%	9%	4%	4.30	3.78	5.66
National Non-disadvantaged			76%	82%	82%	69%	30%	22%	30%	12%	0.34	0.32	0.40
Non-disadvantaged	49	80%	86%	90%	90%	84%	33%	37%	47%	27%	0.98	1.78	2.18
Difference Non-disadvantaged			9%	8%	8%	15%	3%	15%	17%	14%	0.64	1.46	1.78

KS1 Outcomes 2019 Please note that of the 7 PP children, 3 children should be viewed against SEN national data. 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
National All		75%	69%	76%	25%	15%	22%
All	60	83%	82%	83%	28%	17%	27%

		8%	13%	7%	3%	2%	5%
National Disadvantaged		62%	55%	63%	14%	7%	12%
Disadvantaged	7	43%	43%	43%	14%	0%	14%
		-19%	-12%	-20%	0%	-7%	2%
National non-disadvantaged		78%	73%	79%	28%	17%	24%
Non-disadvantaged	53	89%	87%	89%	30%	19%	28%
		11%	14%	10%	2%	2%	4%
National SEN K		33%	24%	36%	5%	2%	5%
SEN K	8	50%	38%	50%	0%	0%	0%
		17%	14%	14%	-5%	-2%	-5%
National non-SEN		83%	78%	83%	28%	17%	25%
Non SEN	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
All	63	82%	84%	2%	12%	56%	100%	44%
Disadvantaged	9	71%	44%	-27%	5%	50%	100%	50%
Non-disadvantaged	54	84%	91%	7%	7%	59%	100%	41%
EYFS		Expected Or Exceeding						
2019 % GLD Exp or Exc		National	School(s)	Difference				
All		71.8	77	5				
Non-FSM		75	81	6				
FSM		56	40	-16				

Appendices:

Appendix 1: Year 6 June Results (Pupil Premium)

Reading	Maths	Writing
100	107	EXS
107	102	EXS
101	101	EXS
103	107	EXS
100	105	EXS
103	101	EXS
117	104	EXS
89	99	WTS
110	106	EXS
97	101	EXS
120	110	EXS
117	110	EXS
103	103	EXS
101	103	EXS
111	105	GDS
107	95	EXS
no score	83	BLW
88	85	BLW
100	105	EXS
105	absent	WTS

June 2021		
Subject	National PIXL Cohort Average	Ashleigh Average
Reading	64.06%	76.70%
Maths Paper 1 (arithmetic)	68.01%	85.74%
Maths Paper 2 (reasoning)	55.29%	68.69%
Maths Paper 3 (reasoning)	56.71%	71.06%
GPS Paper 1 (grammar)	58.98%	76.15%
GPS Paper 2 (spelling)	64.18%	66.33%

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
National All (2019)			73%	78%	79%	65%	27%	20%	26%	10%
All (2021)	95		94%		93%	85%	48%	33%	33%	23%
Difference All			+21%		+14%	+20%	+21%	+13%	+7%	+13%
National Disadvantaged (2019)			62%	68%	67%	51%	17%	11%	16%	5%
Disadvantaged (2021)	20	21%	80%	80%	80%		25%	10%	10%	
Difference Disadvantaged			+22%	+12%	+13%		+8%	-1%	-6%	
National Non-disadvantaged (2019)			76%	82%	82%	69%	30%	22%	30%	12%

Appendix 1 continued: Year 6 progress

Progress in Year 6 Reading for PP children during this academic year

November scaled score	June scaled score	Scaled score progress
97	107	10+
98	101	3+
104	103	1-
95	100	5+
102	103	1+
114	117	3+
no score	89	n/a
104	110	6+
91	97	6+
108	120	12+
116	117	1+
99	103	4+
96	101	5+
absent	111	n/a
99	107	8+
80	no score	1-
91	88	3-
112	118	6+
102	100	2-
100	105	5+

Progress in Year 6 Maths for PP children during this academic year

November scaled score	June scaled score	Progress
100	102	2+
98	101	3+
104	107	3+
102	105	3+
98	101	3+
100	104	4+
absent	99	n/a
100	106	6+
100	101	1+
104	110	6+
106	110	4+
100	103	3+
98	103	5+
absent	105	n/a
93	95	2+
80	83	3+
absent	85	n/a
109	117	8+
102	105	3+
96	absent	n/a

Appendix 2: Year 2 -Impact of Reading PIXL interventions/ phonics interventions during Art

Year 2 Previously identified key marginals	Reading Dec	Reading Jun
Pupil 1	Yellow	Blue
Pupil 2	Yellow	Green
Pupil 3	Yellow	Green
Pupil 4	Yellow	Green
Pupil 5	Yellow	Green
Pupil 6	Yellow	Green
Pupil 7	Yellow	Yellow
Pupil 8	Yellow	Green
Pupil 9	Yellow	Green
Pupil 10	Yellow	Yellow
Pupil 11	Red	Yellow
Pupil 12	Yellow	Blue
Pupil 13	Red	Yellow
Pupil 14	Yellow	Green
Pupil 15	Yellow	Yellow
Pupil 16	Yellow	Green
Pupil 17	Yellow	Yellow

A phonics gaps analysis was done in Spring 2 and at the end of Summer 1 and this chart shows the change in the number of gaps between these assessment points for each PP child in Year 2.

	Phase 2 sounds/bl ending Spr 2 – Sum 1	Phase 3 sounds Spr 2 – Sum 1	Phase 3 blending Spr 2 – Sum 1	Phase 4 blending Spr 2 – Sum 1	Phase 5 sounds Spr 2 – Sum 1	Phase 5 blending Spr 2 – Sum 1
	0	0	0	1 - 0	0	0
	0	0	1 - 0	1 - 0	0	3 - 0
	0	0	0	0	0	0
	0	0	1 - 0	0	3 - 0	5 - 0

Year 2 December 2020		
Subject	National PIXL Cohort Average	Ashleigh Average
Reading Paper 1	50.09%	47.64%
Reading Paper 2	37.50%	38.30%

Year 2 June 2021		
Subject	National PIXL Cohort Average	Ashleigh Average
Reading Paper 1	64.23%	66.41%
Reading Paper 2	55.36%	61.02%

Appendix 3: Snapshot of Art/ Reading and Phonics interventions in Year 2- Impact for website.

Impact of Art Teacher– Year 2 (Summer 1)

At Ashleigh we use a specialist art teacher to provide high quality broad and balanced curriculum to half the class at a time, whilst the class teacher and teaching assistants lead targeted intervention for the students in small groups (approximately 6 per group). We use forensic assessment approaches to identify the gaps and high quality teaching means that we have seen accelerated progress as a result of this.

Phonics Group Intervention

Entry Score		Exit Score		Progress
2/18 phase 5 sounds	1/18 phase 5 words	10/18 phase 5 sounds	9/18 phase 5 words	Yes +8 sounds +8 blending
1/18 phase 5 sounds	2/18 phase 5 words	18/18 phase 5 sounds	18/18 phase 5 words	Yes +17 sounds +16 blending
9/18 phase 5 sounds	9/18 phase 5 words	18/18 phase 5 sounds	18/18 phase 5 words	Yes +9 sounds +9 blending
1/18 phase 5 sounds	1/18 phase 5 words	9/18 phase 5 sounds	9/18 phase 5 words	Yes +8 sounds +8 blending
7/18 phase 5 sounds	8/18 phase 5 words	18/18 phase 5 sounds	16/18 phase 5 words	Yes +11 sounds +8 blending
11/18 phase 5 sounds	8/18 phase 5 words	18/18 phase 5 sounds	18/18 phase 5 words	Yes +7 sounds +10 blending

PIXL reading analysis of gaps before and after intervention



“One of the successes of the use of Pupil Premium had been in the employment of a specialist art teacher. Through this appointment, not only do children have access to a highly talented artist and teacher to support them in their learning in art, it also allows the release of the class teacher to ensure children can receive the highest quality intervention. The implications for creativity and opportunities for reflective work for the children ensure that the elements of the art curriculum also provide wellbeing opportunities for the children” (Pupil Premium Audit– VNET– 11.05.21)

“Working in a small group means I get better at reading skills because I have more time with my teacher and can ask questions. I also like learning art from someone really talented.” (Year 2 pupil)



Appendix 4: Year 1 Phonics Progress (Forest schools intervention)

June 2021		
Subject	National PIXL Cohort Average	Ashleigh Average
Phonics	75.03%	82.66%

Pupil Premium – Phonics Analysis Spring 2 to Summer 1 2021

Impact of Intervention

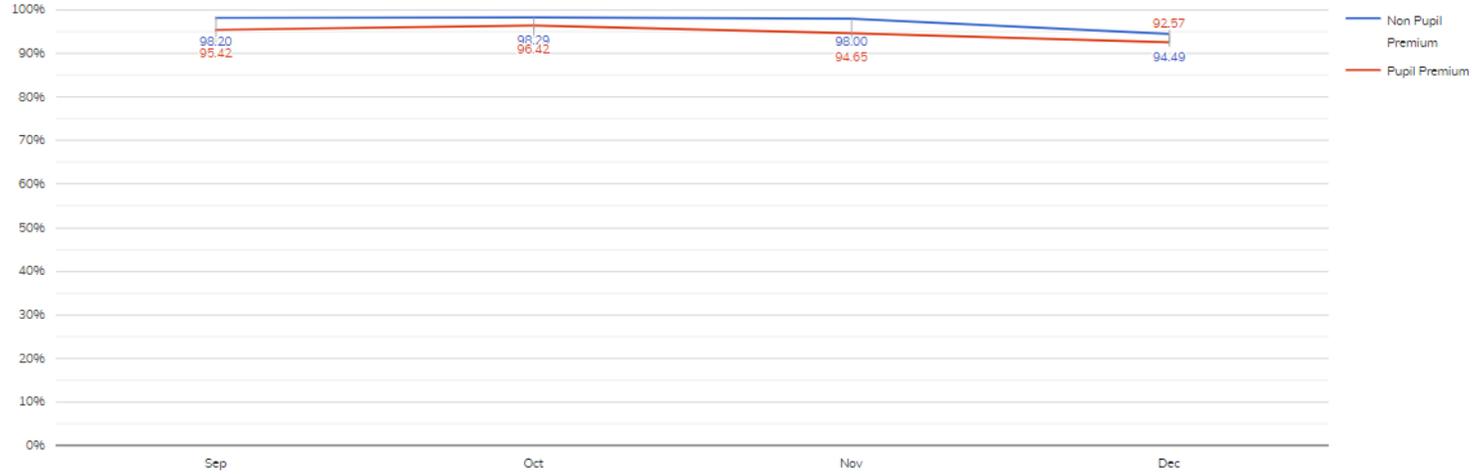
Year 1 progress has been measured from Spring 2 to Summer 1 2021 Phonics Assessment using a gaps analysis for every child.

	Phase 2 sounds/blending Spr 2 – Sum 1	Phase 3 sounds Spr 2 – Sum 1	Phase 3 blending Spr 2 – Sum 1	Phase 4 blending Spr 2 – Sum 1	Phase 5 sounds Spr 2 – Sum 1	Phase 5 blending Spr 2 – Sum 1
	0	0	0	0	0	0
	0	1 – 0	0	0	4 – 0	2 – 0
	0	1 – 1	5 – 0	4 – 0	3 – 0	15 – 3
	0	10 – 2	13 – 7	7 – 2	17 – 10	18 – 17
	0	0	1 – 0	2 – 0	5 – 0	4 – 0
	1 – 0 (s)	15 – 3	13 – 3	7 – 0	6 – 1	13 – 2

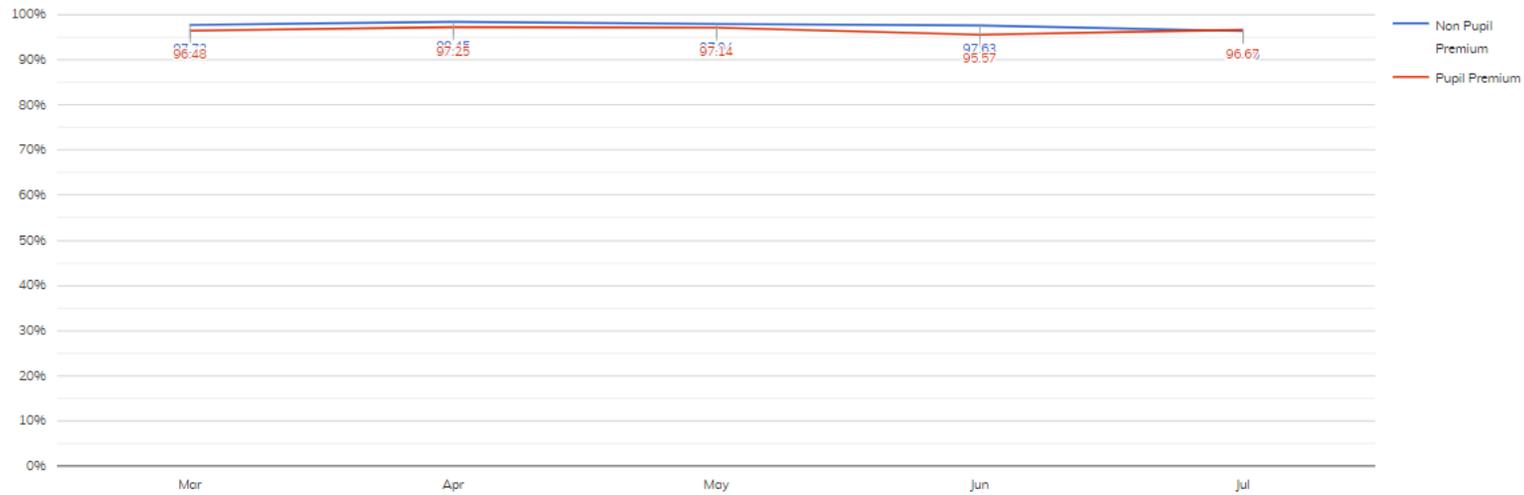
	0					
	0	6-0	5-2	7-2	18-9	18-18
	0	0	1-1	0	2-1	6-2
	5-2 (s) 7-3 (b)	20-18	22-22	7-7	18-18	18-18
	0	6-4	10-5	5-4	16-9	18-17
	0 (s) 9-0 (b)	8-1	20-13	7-7	17-17	18-18

Appendix 5: Attendance comparison between Pupil Premium and Non-Pupil Premium

Autumn term- attendance in December was affected by classes self isolating.



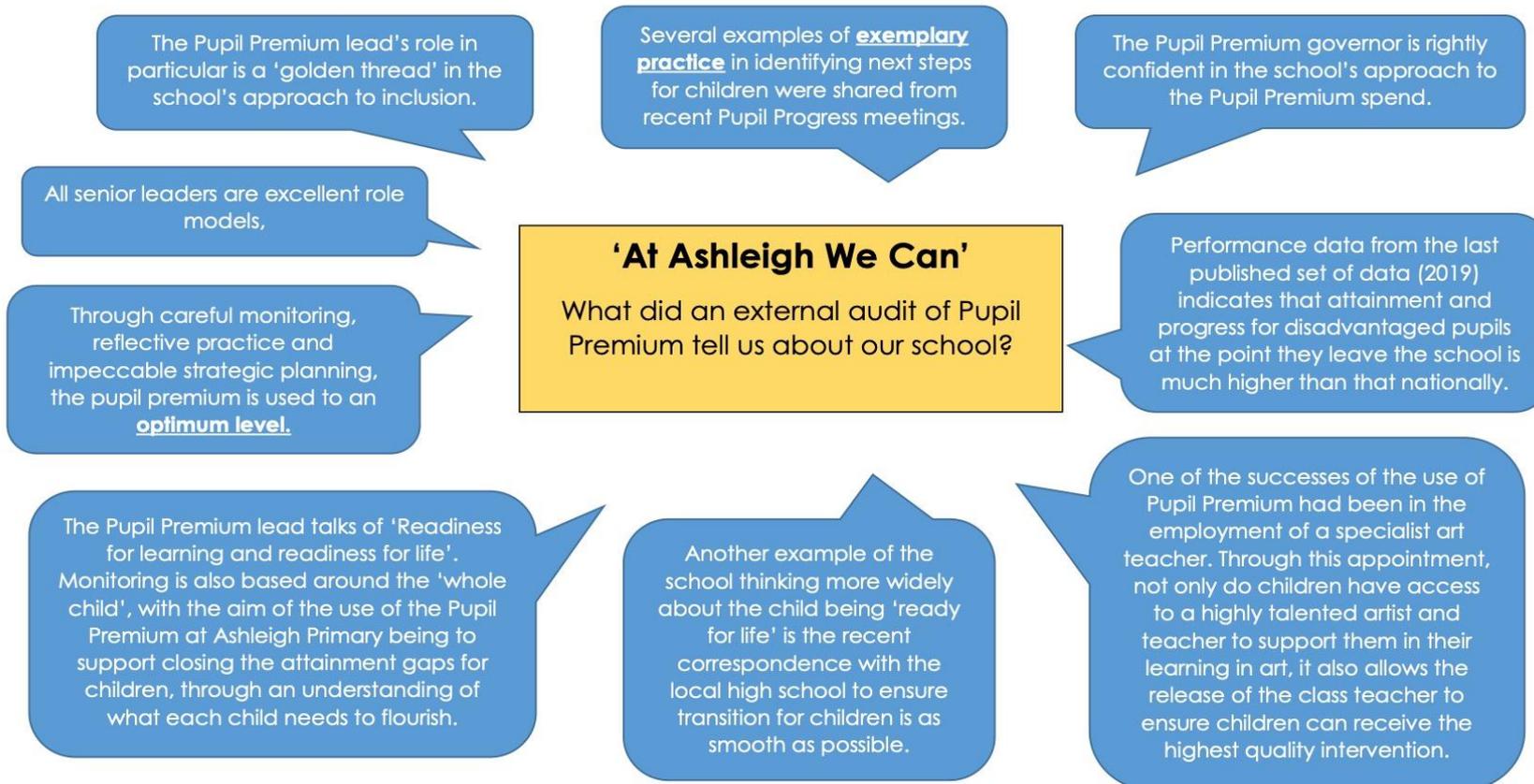
Attendance 8th March – July



Appendix 6: Celebrating outcomes from PP Audit May 2021 (from Website/newsletter)

In summary, Ashleigh Primary's approach to the use of Pupil Premium is exemplary and should be celebrated. For all children at the school, there is the belief that they can achieve here and whatever can be put in place to support this, will be. Through meticulous attention to detail, nurturing relationships and careful, highly strategic planning, monitoring and evaluation, children thrive.

(VNET Pupil Premium Audit 11.05.21)



Appendix 7: Virtual Books and Baking Club impact



Virtual Books and Baking Club- Autumn Term

Whilst lots of extra-curricular activities were not running in Autumn Term, we thought it would be a good chance to set up a Year 1 Books and Baking club for children eligible for Pupil Premium. Each week, families received a bag of ingredients, a recipe card, a book linked to the recipe and a video. Mrs Meek talked to the children in school about their baking and the stories they had shared.

What did we bake?
Week 1- Octo-pancakes
Week2- Carrot and Coriander Soup
Week 3- Crazy Hair spaghetti
Week 4- Super-veggie risotto
Week 5 – Hedgehog biscuits



"All of our family had fun reading and cooking, we would not change anything."
(Parent survey)

We talked about the seeds in the butternut squash and how they looked like the seeds in a pumpkin. ___ recognised the butternut squash was in the story Supertato! He was aware of his hygiene and suggested he washed his hands before helping to prepare food. He helped to peel, de seed, chop, stir and add ingredients. The children seem to enjoys these activities and get a lot out of them! Thanks again for the opportunity.
(parent email)



the book was really funny and really fun making the pancakes. Next time I would make the pancake pink, blue & purple.
(Year 1 child)

Week 1
'Crazy Hair' Spaghetti and Tomato Sauce

Parents to read: 2 of our class. The book is so imaginative and I love the brightly coloured illustrations. I wonder what you will think the friend in the story had? That they hair spaghetti, it is quick to make and you can use the tomato sauce for lots of other recipes!

You will need:
2 eggs
a chopping board
a sharp knife
a grater
a wooden spoon

Ingredients:
2 courgettes
2 cloves of garlic
2 tins of chopped tomatoes
2 eggs or tomato puree
Spaghetti

Optional extras:
spray of canola oil
spray of vinegar and salt
knives washed with

Method:
1. Carefully grate the courgettes.
2. Peel and chop 2 garlic cloves.
3. Fry the courgettes and garlic in a pan with a little bit of oil until it is soft.
4. Add the chopped tomatoes and tomato puree.
5. Let it bubble for 30 minutes until you boil your spaghetti.
6. Drain the spaghetti and spoon on some of the lower tomato sauce and children like it with a little bit of cheese sprinkled on the top.

You can freeze this sauce and use in other pasta recipes or with a pizza topping.

Appendix 8 - Impact of specialist art teacher on high quality art curriculum



AshleighPrimary @PrimaryAshleigh · Jun 25

Year 6 continued their practical investigations into the 'Formal Elements of Art & Design' this week, looking at Shape, Colour and Pattern through Matisse-style cut-outs and lino printing. Lovely shapes and colours! 🥰🥰
#AshleighPrimaryArtRoom



AshleighPrimary @PrimaryAshleigh · Jun 14

The Norwich Lion, now available in 'Analogous' colours with a complementary background! Great understanding of colour theory year 5! 🥰🥰🥰#AshleighPrimaryArtRoom

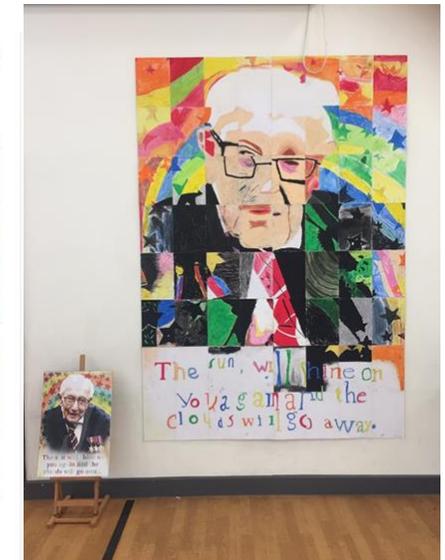


AshleighPrimary @PrimaryAshleigh · May 10

Fabulous, colourful and fun- well done to Willow class this morning. These self-portraits look fantastic! 🥰🥰 #AshleighPrimaryArtRoom



🗨️ 🔄 ❤️ 6 📌 🎵



Appendix 9- Forest Schools impact (case study)

Session 1:

Child A found it difficult to sit in a group and listen. Loved the swing and used it in several ways, threading one leg through "Horse Style". This is a more unusual approach and requires some imagination to realise it's a possibility. Child A liked digging and although needed reminding of awareness of others, adjusted his behaviour well. On lining up to go back he said in a slightly jumbled way that he was going to tell his Dad about letting the beetle free in the stick pile, from memory I think he said: **"Tell Dad about over there bugs slimy"**. We had a bit of a chat about how some could have a hard shell like the beetle and others could be really slimy like the slug.

Session 5:

He came to me at one point "We are low on wood", there was more by the tool tent but he didn't want to leave his play area to get it telling me "There are only 3". He kept binoculars or a magnifier with him for much of the session, he looked at me through the magnifier but had it pressed against his face telling me "I looked giant", I said it would work better if he held it away from his face a bit, he didn't make the adjustment but when I showed him what I meant using a mallet he adjusted it straight away.

Session 3:

Child A is regulating their behaviour whilst walking from class to site choosing to chat to me rather than running ahead, he is listening to me at fire circle and acting on it, a noticeable change.

Session 6:

Child A was really excited to find things "I know where the squirrel is". He was so thrilled to get his gold. He made a clay alien and was worried he would lose it or someone would take it, he asked me to look after it "This is alien, can you keep it". Henley's language over the weeks has improved enormously I can't comment on how much of this is anything to do with Forest School, or the targeted phonics work he has when the other class are here, but **he is forming much longer sentences and the words are mostly in the right order, he is easier to understand and choosing to communicate and use his voice much more frequently.**

Session 5:

Child A lead some play today which is the first time I have seen this, to Child B" We need more, he's got loads in there" I said "yeah, they're not being used" (some stakes another child had used but left to play elsewhere) He had strong ideas about what he wanted to achieve extending the play from last session. At close he talked about it **" I liked build my one there, and I hammered in all the same as X."**This showed some development in terms of the length of the sentence, in front of a group, and the content and order of words.





AshleighPrimary @PrimaryAshleigh · Mar 17

It is Wellbeing Wednesday and this week our theme is 'Take Notice'. Look out for a special edition of Ashleigh news coming home today. It is packed with ideas to support wellbeing! #AshleighWellbeing

3. TAKE NOTICE

Go for a walk outside and stop and be quiet. Listen to the sounds around you. Notice the world around you using your senses.

Take notice of how you are feeling and why. Talk to someone about it if you want to.

Take notice of how the people around you might be feeling.

Walk, cycle or run a different route and explore someone new near where you live.

Listen carefully to a piece of music. What can you hear?

Stop and be quiet.



Appendix 12: Brilliant club impact analysis (Year 6 students – postponed from Summer Term 2019/20)

Pupil Premium

The Scholars Programme has been used at Ashleigh Primary School to target disadvantaged high prior attainers as evidence shows that these pupils are especially at risk of underachievement nationally. As a supra-curricular intervention, assessed at a level above a pupil's current key stage, The Scholars Programme develops pupils' cultural capital and readiness for the next stage of their education. The Scholars Programme has been cited as an effective use of Pupil Premium Funds by Ofsted (Ofsted, 2013. pp. 12 & 19).

On The Scholars Programme this term, **5 pupils were eligible for Pupil Premium**. Their average attendance was **90 %**, which means they received **31 hours of tutoring** from a PhD researcher. Of these pupils, **3** achieved a 1st and **2** received a 2:1, indicating that they are performing very well or well at the key stage above their current level.

Competency	Mark scheme skill	Ashleigh Primary School			National Comparison		
		Baseline Average	Final Average	Average progress	Baseline Average	Final Average	Average progress
Written Communication	Structure and Presentation	56	75	34 %	52	64	23%
	Language and Style	56	75	34 %	53	65	22%
Subject Knowledge	Subject Knowledge	54	73	36 %	54	66	23%
Critical Thinking	Research and Evidence	50	72	44 %	50	63	26%
	Developing an Argument	51	71	39 %	51	63	25%
	Critical Evaluation	51	70	37 %	49	62	26%

Note – Due to the small sample sizes and a lack of control groups, no statements about causality should be made

	Ashleigh Primary School	East of England Average	National Averages
Baseline assignment mark average	53	51	52
Final assignment mark average	73	64	64
Average progress between baseline and final assignment	37 %	25 %	22 %
% 1st/2.1 final assignment grades	100 %	70 %	67 %
% Final assignment submission rate	100 %	75 %	64 %
% Tutorial attendance	94 %	87 %	86 %