Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024-2025 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	Ashwicken Primary School
Number of pupils in school	115
Proportion (%) of pupil premium eligible pupils	21 – 18 % compared to 27% nationally
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-2023 2023-2024 2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Lynette Woodhouse
Pupil premium lead	Sophie Dickson
Governor / Trustee lead	Murree Groom

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	36,530
Recovery premium funding allocation this academic year	426
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	36,956

Part A: Pupil premium strategy plan

Statement of intent

Our intent is to ensure that the gap between the attainment and progress of pupil premium and non-pupil premium pupils both within school and nationally is closed.

We want to ensure that pupil premium children gain the social and emotional skills to access a knowledge based curriculum and develop a love of learning. We aim to identify the challenges that our pupil premium children face and the ways that these will be addressed, using research on the most effective strategies provided by the Education Endowment Foundation (EEF).

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our objectives are to:

- Remove barriers to learning created by social and economic background
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to nurture their social and emotional wellbeing and to develop resilience
- Access a wide range of enrichment opportunities to enhance their knowledge and understanding of the world and raise aspirations. Achieving our objectives: In order to achieve our objectives and overcome identified barriers to learning we will:
- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted support to quickly address identified gaps in learning
- Target funding to ensure that all pupils have access to trips, residential visits and first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide nurture to support pupils in their emotional and social development.

Challenges

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

Challenge number	Detail of challenge
1	Attainment in phonics, reading, writing and maths
2	Low attainment on entry to the Early Years Foundation Stage in speech, language and communication
3	Pupils have higher prevalence of mental health and anxiety issues post lockdown
4	Parental engagement
5	Attendance - reducing persistent absence
6	Access to enrichment opportunities such as school trips and visitors

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.

The Pupil Premium is additional funding provided by the government to schools to support the education of disadvantaged pupils. As a school, we are committed to using this funding to help close the attainment gap between our disadvantaged students and their peers. This report outlines the costs associated with various interventions we have implemented using the Pupil Premium funding, along with the intended outcomes and evidence of their effectiveness

Intended outcome	Success criteria
To ensure that all children reach the expected level for their age in reading, writing and maths	• Teachers and support staff will access intervention materials using PIXL therapies • Access to high quality resources and teaching materials. • Pupils will have access to a wide range of books and resources to support with their reading • Pupils reading ability will be at least in line with national expected • There will be access to a specific reading TA to ensure that regular reading is supported for all pupils

To ensure that pupils have access to mental health professional to support their social and emotional needs	All those pupils identified with issues and needs will have access to the correct support networks and professionals. • Training offered to staff to support need • Allocated time given to a mental health first aider • Resources purchased to support • Forest school provided for all
To ensure that all pupils have access to high quality teaching and intervention support	Pupils will show improvement across the subject that they are taught in the assessed work. Monitoring will show that pupils have high quality intervention that follows lesson objectives.
Improved parental engagement	Parents/carers will have access to regular workshops • Parents will take part in reading cafes • Communication via Class Dojo, newsletters, website and Twitter will enhance engagement
Children to have access to wider opportunities	• Children will take part in enrichment experiences including residential trips • Children will have music lessons with a qualified music teacher • Children will have accessed extracurricular activities (drop in/after school clubs)
Improved % attendance	• Attendance of disadvantaged pupils will be closely monitored. • Attendance aim – 95% • Attendance lead will work closely with parents to support improved attendance (Early intervention/Fast Track)

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: £10,968

Activity	Evidence that supports this approach	Challenge number(s) addressed
£2000 All children to have targeted support to close the gap in English and Maths – particularly identified through PiXL diagnostic testing.	EEF: Autumn 2021 Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy. The EEF research highlights the importance of developing high quality teaching, assessment and a curriculum.	1,2 and 3
£4208 Access to Music Service for enrichment opportunities	A six-year research project by the Learning Away Project, funded by the Paul Hamlyn Foundation, concluded... 'Residential learning experiences 'provide opportunities, benefits and impacts that cannot be achieved in any other context or setting; 82 per cent of KS2 pupils said their teachers and lessons on the residential helped them to learn.' ISM Trust: As the assessment expectations of schools become increasingly onerous, it is inevitable and distressing that in some schools, the arts have become side-lined in favour of exclusive focus on the so-called 'core' subjects. This is a very short-sighted view because music has so much to offer that will draw children into learning across the curriculum. This, though, is not the central point here. We learn music for the experiences, skills and knowledge that musical learning itself brings. The bottom line is this…**if you do not give all children a musical education *in the classroom*, you cannot guarantee that they will get a**	

	music education at all. If we do not teach music in the classroom, it is not a right for all children. It becomes the preserve of those that can afford it and those whose families actively seek out the opportunities for their children to learn music.	
£2950 Teacher and subject lead CPD – VNET Engagement in a whole school formative assessment project with VNET to: · Evaluate the effectiveness of the way in which the curriculum is designed. · Evaluate the effectiveness of the way in which the curriculum is taught. · Evaluate the pace of pupil progress, pupil outcomes, and provide readiness for the next stage in their education	1. A report by the Education Endowment Foundation (EEF) found that high-quality CPD can have a positive impact on pupil outcomes, particularly for disadvantaged pupils. 2. A study by the National Foundation for Educational Research (NFER) found that targeted CPD can improve teacher knowledge and confidence in supporting pupil premium children, leading to improved outcomes for these pupils. 3. A review of the research by the Teacher Development Trust found that CPD can have a positive impact on pupil outcomes, particularly when it is focused on improving teaching quality and addressing the specific needs of disadvantaged pupils.	.
£1810 TA training- mental health first aid, paediatric first aid- personal development	By providing TAs with high-quality CPD opportunities that highlight the best available research – along with sharing concrete techniques– we can support all colleagues to make evidence-informed decisions about how they will support all learners, including those with SEND, to make increased progress.	2,3

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

Budgeted cost: £22,588 *(including catch up TA and classroom TA hours)*

Activity	Evidence that supports this approach	Challenge number(s) addressed
£3,786 Reading specialist to support lowest 20% of pupils and pupil premium children	EEF improving literacy: Reading specialists are among the most effective, but also the most expensive, interventions for struggling readers. The cost may be justified if it makes a substantial difference to pupils at a critical point in their reading development and therefore reduces any later need for further intensive support. Structured interventions delivered by teaching assistants can also have a large positive impact on learner outcomes, equating to four additional months' progress, on average, although the average impact of structured interventions delivered by teaching assistants is less than that for interventions delivered by experienced, qualified teachers. Crucially, it's possible for teaching assistants to have a large positive impact when provided with high quality support and training to deliver structured, targeted support for individuals and small groups.	1,2
TA support £18,802 Intervention for key year groups for identified children. Reading, maths & phonics. Including access to Dyslexia screening materials and supporting resources	EEF Toolkit (+4) Small group tuition Reading comprehension strategies are high impact on average (+6 months). In phonics it is a crucial component of early reading instruction. We will identify pupils each half term as having gaps in maths that could be effectively addressed through intensive small group tuition. We will identify pupils each half term as having gaps in reading that could be effectively addressed through intensive small group tuition.	1,2

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

Budgeted cost: *£ 3,400*

Activity	Evidence that supports this approach	Challenge number(s) addressed
£1200 Mental Health Practitioner employed to work with identified children that have SEMH to support them in their approach to school and resilience.	'Promoting children and young people's mental health and wellbeing' 2021 "Good mental health is important for helping children and young people to develop and thrive. The Mental Health of Children and Young People in England survey (2020) found 16% (1 in 6) of children aged 5 to 16 years to have a probable mental health disorder, an increase from 1 in 9 in 2017. The coronavirus pandemic has resulted in fundamental changes to the lives of children and young people. The Public Health England COVID-19 mental health and wellbeing surveillance report suggests that whilst some evidence shows that children and young people have generally coped well during the pandemic (March to September 2020), other evidence suggests that some children and young people, especially those with certain characteristics, such as those who are disadvantaged economically, females, and those with pre-existing mental health needs, appear to have experienced greater negative impacts on their mental health and wellbeing."	3,4,5
£1200 Forest school Including training at level 3 for 1 teacher	EEF- There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.	
Parental Engagement (particularly in EYFS) • Phonics and reading CPD • Class dojo stories • Bedtime stories event and pedagogy • ECFS links for support and advice Workshops/CPD	Family engagement shows significant improvement in progress and attainment – EEF toolkit 2019 "In the early years, the evidence supports the importance of parents' reading to / with their children (and associated interactions) and support for learning (creating a supportive home learning environment). Parent involvement plays a key role in children's academic attainment.	4

• Social Media • Cafes • Events Effectively promote parental engagement in learning via regular workshops in school, and develop further through Class Dojo, Twitter, newsletters and the school website.		
£1000 Funding for after school clubs, trips and residential	EEF Social and Emotional (+4)	6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement procedures to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Zones of Regulation/ Emotion and trauma attachment theory- Training for all staff	EEF Self-regulation strategies have a positive impact (+ three months), on average, and may be a cost-effective approach for raising attainment. Helping young children to talk and think about their own actions and behaviours is likely to help them with not just their learning and social interactions in early years settings but may have a lasting positive impact on later learning at school. Successful approaches include structured programmes as well as more general approaches to develop self-regulation skills. Staff are likely to benefit from training or professional development to use programmes and approaches successful	6

Total budgeted cost: £ 36,956

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 2023-2024 academic year.

Pastoral support 12 children (11%) have received or are receiving pastoral support from our MH first aider. This is helping to address social and emotional issues that can be a barrier to their learning.

Attainment:

No EYFS PP children pupils in this cohort.

Year 1 Phonics 100% passed the phonics screening check

All PP children received targeted 1:1 phonics boosters using Wandle and the reading specialist.

KS2 SATs summer 24: 80% achieved the expected standard across, maths, reading, GPS and writing.

Quality First teaching has improved due to CPD opportunities and interventions have improved and have been offered by TAs throughout the year.

The catch up premium was offered to all in the form of booster sessions in Y6. 40% of the class had processing difficulties in this cohort and required supporting conditions such as extra time, scribes, prompts and rest breaks to access the papers.

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
White Rose Maths	
Literacy Shed	
Spag.com	Orchard Digital
Pixl	
Kapow	

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.