Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 - to 2023 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	111
Proportion (%) of pupil premium eligible pupils	16 – 14% compared to 27% nationally
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Sophie Dickson
Pupil premium lead	Sophie Dickson
Governor / Trustee lead	Murree Groom

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	33185
Recovery premium funding allocation this academic year	2322
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	5730
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	41237

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: £ 14568

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	1,2
Wellcomm 1. Early Identification of Communication Difficulties: Wellcomm provides an assessment of children's language and communication skills, helping teachers to identify pupils who may be experiencing difficulties with language development at an early stage. 2. Tailored Support: Based on the assessment results, teachers can provide targeted interventions that are tailored to the individual needs of each child, ensuring that they receive the right support to make progress in their language development. 3. Improved Language Skills: The targeted support provided through Wellcomm has been	1. A study published in the journal Child: Care, Health and Development found that the use of Wellcomm in schools led to significant improvements in children's language skills, including vocabulary, grammar, and narrative skills. 2. A report by the Education Endowment Foundation (EEF) found that Wellcomm was one of the most effective interventions for improving language outcomes in primary school children, based on a review of 50 studies. 3. A study by the University of Warwick found that the use of Wellcomm in early years settings led to significant improvements in children's language skills, with a particularly positive impact on those who were experiencing language difficulties. 4. A study by the National Foundation for Educational Research (NFER) found that the use of Wellcomm in primary schools led to significant improvements in children's language skills, with a positive impact on both academic outcomes and social skills.	1,2

shown to improve pupils' language skills, including their vocabulary, sentence structure, and understanding of language. 4. Increased Confidence: By improving their language skills, pupils who have been struggling with communication difficulties can feel more confident and engaged in their learning, which can have a positive impact on their academic outcomes. 5. Better Social Skills: Communication difficulties can impact a child's social interactions, making it harder for them to build relationships and feel included in social situations. By improving their language skills, Wellcomm can help pupils develop better social skills, which can have a positive impact on their wellbeing and mental health.		
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 sidelined 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.	
Teacher CPD	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.	.
Dyslexia Award The Dyslexia Award is a professional development program designed to support teachers in identifying and supporting pupils with dyslexia	1. A study by the Education Endowment Foundation (EEF) found that professional development programs for teachers, including those focused on dyslexia, can have a positive impact on pupil outcomes. 2. A report by the British Dyslexia Association found that early identification and appropriate support for dyslexia can have a positive impact on academic	

	outcomes, social and emotional wellbeing, and future employment prospects.	
Wandle Book purchase	1. A meta-analysis of 16 studies by the UK government's Department for Education found that systematic, synthetic phonics was more effective than other approaches in teaching children to read, particularly for younger children and those who were struggling readers. 2. A randomized controlled trial by the Education Endowment Foundation (EEF) found that using systematic, synthetic phonics programs can have a positive impact on children's reading skills, particularly for those who are struggling readers. 3. A study by the Australian Council for Educational Research (ACER) found that synthetic phonics instruction was more effective than non-systematic phonics instruction in improving reading accuracy, comprehension, and fluency. 4. The Little Wandle Books scheme has been developed by experienced teachers and is aligned with the UK government's phonics screening check. The scheme has received positive feedback from teachers and has been used successfully in many schools to support children's early reading development.	

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

Budgeted cost: £24469*(including lunchtime supervisors, catch up TA and classroom TA hours)*

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	1,2

	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.	
Play therapy 1 day a week	Teacher, therapist and parent testimonials support the benefits and use of alternative therapies.	
Intervention for key year groups for identified children. Reading, maths & phonics.	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
TA training to ensure quality feedback and support in lessons.	Research shows - 'Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors. Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months).' Research regarding Live Marking - Education Endowment Foundation (EEF)	1,2
MSA support 1. With an MSA, pupils can have a more enjoyable and safe lunchtime experience, reducing stress and	1. The Education Endowment Foundation's (EEF) Teaching and Learning Toolkit: The EEF's toolkit identifies "lunchtime supervisors" (which includes MSAs) as a low-cost way of improving behaviour and social skills in primary schools. According	1,2

anxiety and improving their overall well-being. 2. Encouraging healthy eating 3. Reducing behavioural issues through monitoring pupil behaviour and intervening when necessary.	to the toolkit, investing in MSAs can lead to an average of 4 additional months' progress in social and emotional skills. 2. A study by the University of Manchester: This study found that the presence of MSAs in primary schools can lead to improved behaviour and increased social skills among pupils. The study also found that MSAs can help to create a positive school culture and improve relationships between pupils and staff. 3. A report by the Children's Food Trust: This report highlights the important role that MSAs can play in promoting healthy eating in schools. The report found that MSAs can encourage pupils to make healthier choices, reduce waste, and create a positive eating environment. 4. A survey by Unison: This survey found that MSAs can help to improve pupil well-being, reduce bullying and conflict, and create a safer school environment. The survey also found that MSAs can provide important pastoral support for pupils.	

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

Budgeted cost: *£ 2200*

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	3,4,5

	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."	
		6
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 • 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.	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
Funding for after school clubs, trips and residentials	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	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

develop and implement procedures to improve attendance.		

Total budgeted cost: £ 38915

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 2021 to 2022 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 EYFS 100% of PP children achieved GLD. Year 1 Phonics 50% (1) out of year 1 PP children passed the Phonics Screening Check. Of the other 2 PP children not reaching the threshold – both made significant progress from their starting points and also had SEN needs. All PP children received targeted 1:1 phonics boosters using Wandle and the reading specialist. There were no Y6 PP pupils in this cohort .

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. Over half the class had processing difficulties in this cohort and required supporting conditions such as extra time or prompts and restbreaks to access the papers.

Kestrels

Y6 SATs 2022

Maths Year 6	All [17]		Boys [12]		Girls [5]		PP [0]		SEND [2]		EAL [1]		LAC [0]	
	Exp+	Ab	Exp+	Ab	Exp+	Ab	Exp+	Ab	Exp+	Ab	Exp+	Ab	Exp+	Ab
Summer 2	9	3	6	3	0	0	-	-	0	0	0	1	-	-
%	52%	17%	50%	25%	0	0	-	-	0	0	0	100%	-	-

Reading Year 6	All [17]		Boys [12]		Girls [5]		PP [0]		SEND [2]		EAL [1]		LAC [0]	
	Exp+	Ab	Exp+	Ab	Exp+	Ab	Exp+	Ab	Exp+	Ab	Exp+	Ab	Exp+	Ab
Summer 2	8	2	6	2	0	0	-	-	0	0	1	0	-	-
%	47%	11%	50%	16%	0	0	-	-	0	0	100%	0	-	-

GPS Year 6	All [17]		Boys [12]		Girls [5]		PP [0]		SEND [2]		EAL [1]		LAC [0]	
	Exp+	Ab	Exp+	Ab	Exp+	Ab	Exp+	Ab	Exp+	Ab	Exp+	Ab	Exp+	Ab
Summer 2	7	2	5	2	0	0	-	-	0	0	1	0	-	-
%	41%	11%	41%	16%	0	0	-	-	0	0	100%	0	-	-

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
Wellcomm	
Literacy Shed	
Spag.com	Orchard Digital
Pixl	

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.