



Ashby Fields Primary School

Pupil premium strategy statement

School overview

Detail	Data
School name	Ashby Fields Primary School
Number of pupils in school	375
Proportion (%) of pupil premium eligible pupils	13% (50 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022 - 2024
Date this statement was published	September 2022
Date on which it will be reviewed	January 2023 September 2023
Statement authorised by	Rachel Edkins
Pupil premium lead	Emma Ramm
Governor / Trustee lead	Andrew Dunkley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91460
Recovery premium funding allocation this academic year	£9860
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5000
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	£106,320

Part A: Pupil premium strategy plan

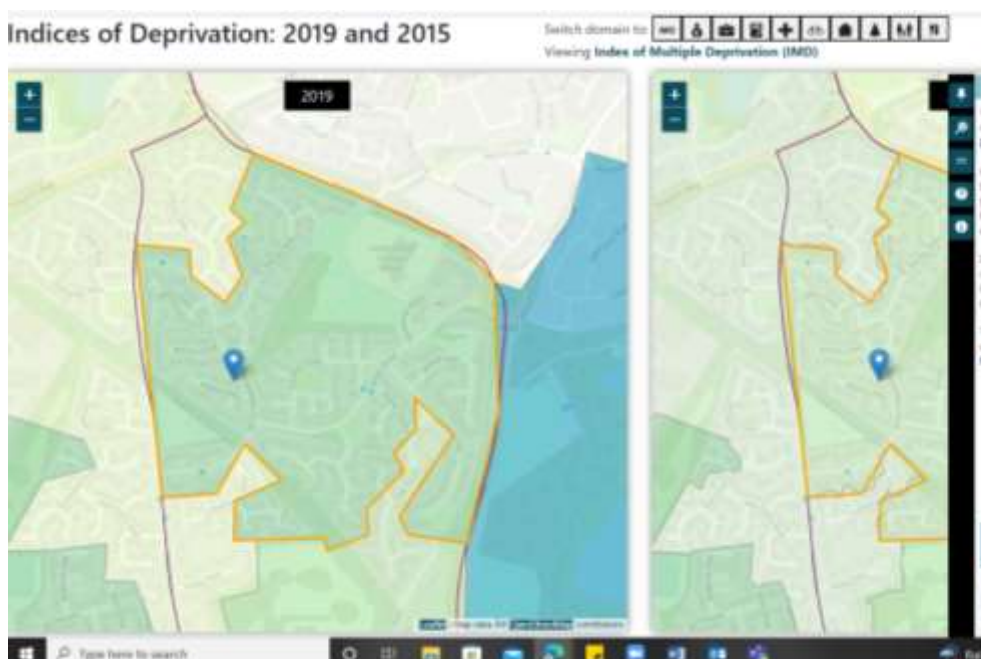
Statement of intent

It is our aim for all disadvantaged students at Ashby Fields Primary School to make progress across all subjects in line with their peers both at Ashby Fields and nationally. Our Pupil Premium strategy focuses on these main areas:

- Enhancing progress with particular focus on early reading, phonics and early maths through quality first teaching and learning and personalised intervention programmes, so pupils can quickly address any gaps in learning.
- Continue to provide high-quality pastoral support so that pupils know how to eat healthily, maintain an active lifestyle and are mentally healthy. We aim for all of our children and families to feel happy, safe and loved.
- Supporting children and families with accessing and engaging in all learning, including that at home via Seesaw, to ensure that disadvantaged children are enabled to progress and consolidate learning at home regularly.
- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to multiple vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and School Context

Ashby Fields Primary school is a community school located in Daventry, in Northamptonshire. We have fourteen classes from EYFS to Year 6. The map below displays the "Indices of Deprivation Index" which surround the school.



Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-

Challenges

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

Challenge number	Detail of challenge
1	Outcomes and progress of the pupils are significantly affected by their SEND and home life.
2	60% of our Pupil premium children also have further vulnerabilities effecting their SEMH and learning needs. These include SEND needs.
3	Limited life experiences and opportunities to join in enrichment opportunities.
4	Disadvantaged pupils have lower attendance. Multi-vulnerable children are more likely to be persistent absentees.

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
Improve attendance for our vulnerable pupils.	Attendance of identified PP pupils increases and the gap between PP and non-PP narrows.
To increase vocabulary to raise attainment in English.	Children will have an increased vocabulary learnt through: <ol style="list-style-type: none"> 1. Word of the week 2. Idiom of the week 3. Rich language environment 4. Specific interventions 5. Daily reading The gap between PP and Non-PP narrows in reading and writing.
To ensure all vulnerable children meet the National expectations in phonics.	PP children meet or exceed National expectations in the phonics screening check at the end of Year 1. The gap between PP and Non-PP diminishes.
Ensure children with multi-vulnerabilities make at least expected progress from their starting points in reading, writing and Maths.	As their SEND needs are being addressed, PP pupils make expected progress or exceed their targets set in R, W, M.
To support parents to engage in their children's education and support them at home by supporting families to remove any barriers that are in place.	Parents indicate there are strong links between home and school and support is received for a wide range of needs. Children are provided with pastoral care, guidance, and support to raise self-esteem and develop skills of resilience, independence, and perseverance. Behaviour incidents are reduced in school due to behaviour support in the home.
To improve pupil behaviour.	Children will be able to name their emotions, recognise trigger signs to escalation of behaviour and to have strategies to manage behaviours including self-regulation.
Pupils access a wide range of enrichment experiences both in and out of school. Pupils experience enjoyment in all their playtimes, improving mental health.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance, and teamwork are developed.

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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Quality first teaching for all pupils. Maths and English are high priority on school development plan and CPD plan. Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place. 	<ul style="list-style-type: none"> EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Sutton Trust – quality first teaching has direct impact on student outcomes. Training and supporting highly qualified teachers deliver targeted support. 	1 + 2
<ul style="list-style-type: none"> TA CPD is ongoing for Maths and English by leads enabling them to lead PIXL therapies as small group interventions. 	<p>The EEF Toolkit shows that small group tuition is effective. It has an impact because pupils in smaller groups receive greater feedback from the teacher, their engagement is sustained for longer and the work they are given is more closely matched to their needs</p> <p>As a result, small group teaching can improve learning by an additional four months' progress over the course of a year.</p>	1 + 2
<p>T and Tas leading RWI will have refresher training. Those leading 1:1 phonics will receive training to ensure high quality teaching is taking place. Fast Track Tutoring for PP pupils who did not pass the Year 1 Phonic Screening test.</p>	<ul style="list-style-type: none"> EEF Small group tuition: small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. <p>+4 months</p>	1 + 2
<p>Development of personalised homework targets with a homework club available for children to attend.</p>	<ul style="list-style-type: none"> EEF teaching and learning toolkit evidence +6 months 	1 + 2
<p>Development of oracy skills to ensure children have the building blocks for successful reading and writing.</p>	<ul style="list-style-type: none"> EEF – Oral language interventions +6 months and +7 months in EYFS. 	1 + 2 + 6

<p>Reading books will be purchased to develop a wider range of genres and challenging texts for independent reading.</p>	<ul style="list-style-type: none"> • Research states that there is a positive correlation between the number of words / books read and those that achieve the expected standard or above. Those with limited access to books or reading materials are at a disadvantage. We hope that by providing more texts for children to immerse themselves in, we will bridge this gap between vulnerable learners and others. 	<p>1</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £58,636

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase web-based programs</p> <ul style="list-style-type: none"> • Seesaw Home/School Platform • Times Table Rockstars • Purple Mash • Num Bots • Edukey • My Concern 	<p>EEF toolkit – parental engagement</p> <p>EEF guide to pupil premium – targeted academic support</p> <p>EEF – digital technology – clear evidence technology approaches are beneficia for writing and maths practice.</p> <p>Edukey is the programme school use to track interventions for all children across the school. Learning plans are devised for SEND pupils and for those with multiple vulnerabilities.</p> <p>My Concern is the software used to support the recording and tracking of safeguarding concerns.</p>	<p>1 + 2</p>
<p>1:1 tuition for all children with multi-vulnerabilities in addition to tuition for all PP children using the recovery funding.</p> <p>Teachers to run tuition groups from Term 2 to support children to address gaps in learning and accelerate progress.</p>	<p>EEF Teaching and learning toolkit – one to one tuition evidence +5 months</p>	<p>1 + 2</p>
<p>1:1 RWI phonics tutoring for identified children</p>	<p>EEF Teaching and learning – phonics +5 months</p>	<p>1 + 2</p>
<p>Targeted intervention for all PP children identified using PIXL therapies.</p>	<p>EEF Teaching and learning – Small group tuition +4 months when targeted from children’s personal starting points.</p>	<p>1 + 2</p>

Other professionals conducting assessments EG Educational psychologists	Removing barriers to education: Specialist assessments identify barriers to learning and additional strategies that can be implemented to accelerate progress made by each individual.	1 + 2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £42,684

Activity	Evidence that supports this approach	Challenge number(s) addressed
School counsellor	<p>EEF research +4 months</p> <p>Play therapy is a structured, theoretically based approach to therapy that builds on the normal communicative and learning processes of children (Carmichael, 2006; Landreth, 2002; O'Connor & Schaefer, 1983). The curative powers inherent in play are used in many ways. Therapists strategically utilize play therapy to help children express what is troubling them when they do not have the verbal language to express their thoughts and feelings (Gil, 1991). In play therapy, toys are like the child's words and play is the child's language (Landreth, 2002). Through play, therapists may help children learn more adaptive behaviours when there are emotional or social skills deficits (Pedro-Carroll & Reddy, 2005). The positive relationship that develops between therapist and child during play therapy sessions can provide a corrective emotional experience necessary for healing (Moustakas, 1997). Play therapy may also be used to promote cognitive development and provide insight about and resolution of inner conflicts or dysfunctional thinking in the child (O'Connor & Schaefer, 1983; Reddy, Files-Hall, & Schaefer, 2005).</p>	1 + 2
<p>Family Support worker</p> <p>Developing strong relationships with parents is essential in raising attendance. Informal coffee mornings with our Inclusion team will support this and enable them to also put on workshops needed as well. Absence letters sent home by the headteacher; these will be graded according to persistence. Inclusion team and HT to have contract meetings for persistent absences to ensure parents are aware of the impact of children missing education.</p>	<p>Decrease in numbers of families at EHA, CIN, CP due to increase in families accessing early intervention from home school link worker.</p> <p>Dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family.</p> <p>Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p> <p>EEF toolkit– Parental engagement</p>	1 + 4 + 5

<p>Zones of regulation intervention.</p> <p>T and Tas will have training in delivering zones of regulation to support children to manage their emotions effectively in their learning environments.</p> <p>Other interventions including: Time to talk Nurture lunch Homework provision Positive People or similar self-esteem programmes.</p>	<p>Research conducted by an OT who designed a curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem-solving abilities. Using a cognitive behaviour approach, the curriculum's learning activities are designed to help students recognize when they are in different states called "zones," with each of four zones represented by a different colour. In the activities, students also learn how to use strategies or tools to stay in a zone or move from one to another. Students explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to move between zones. To deepen students' understanding of how to self-regulate, the lessons set out to teach students these skills: how to read others' facial expressions and recognize a broader range of emotions, perspective about how others see and react to their behaviour, insight into events that trigger their less regulated states, and when and how to use tools and problem-solving skills.</p> <p>EEF research +4 months</p>	<p>2</p>
<p>Yoga</p>	<p>Research shows that yoga can improve focus, memory, self-esteem, academic performance, and classroom behaviour, and can even reduce anxiety and stress in children.</p>	<p>3</p>
<p>Enrichment – All children will attend the residential this year</p>	<p>By 'Character', we mean a set of attitudes, skills, and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. These are also referred to as 'social and emotional skills', 'non-cognitive skills' or 'essential life skills'. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children's later outcomes.</p> <p>These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means (e.g., <u>improving maths by playing chess</u>); develop children's character (e.g., their motivation or resilience); or pursue wider goals because these are held to be important.</p> <p>At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "<u>arts for arts' sake</u>"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p>	<p>3</p>
<p>Support to pay for basic uniform</p>	<p>EEF – No research conducted but for children's wellbeing and self-esteem, we feel passionate in supporting them to have access to the same uniform as their peers.</p>	

Total budgeted cost: £106,320

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.

Intended outcome A and B: % of pupils achieving ARE and GD in maths and reading will be closer to non-PP and closer to National expectations through quality first teaching; using pixl interventions; early identification of B1 and A2 children and regular assessment and regrouping of children.

Intended outcome D: % of PP pupils that make accelerated progress will increase through quality first teaching.

The charts below show the number of children who reached or exceeded the expected standard at the end of the academic year. It shows the difference between children in receipt of Pupil Premium funding and Progress in narrowing the gap between Pupil Premium children and non-Pupil Premium children has narrowed throughout the year.

Intended outcome B: Pupil Premium attendance will be more in line with National at end of the academic year.

Due to Covid illness, PP attendance and non-PP attendance has been affected. PP attendance at the end of the academic year was 91%. There remains a concern that more PP children are having unauthorised absences compared to non-PP.

During the closures, the family support worker, and the Inclusion team, were in regular contact with our vulnerable children through weekly welfare phone calls. This was in addition to teachers calling to support with learning on a weekly basis. If calls were not answered, these were followed up by a DSL or the family support worker.

All children who needed a laptop, was provided with one to be able to access learning which led to an increased level of school engagement.

Additional impact of spending:

School has continued to work with outside agencies. We have conducted educational psychologist assessments which has had a positive impact on the progress and engagement in school for individual children. We have worked with Occupational Health teams, to ensure Sensory and physical assessments have taken place and purchased resources needed to improve children's ability to engage in written and physical tasks.

PIXL therapies have run throughout each year group, to ensure gaps in learning for all children are being identified quickly and responded to, to ensure progress can continue.

There were a small number of children with multiple vulnerabilities who were highlighted as children not managing in school with the heightened restrictions. Their SEMH needs were high, and behaviour was significantly affected themselves and other children in the class. During this time, we set up a nurture provision where the children engaged in regulating activities,

Zones of regulation intervention and workstation strategies were taught so that the children could continue their education in a regulated way.

This proved successful and one child has managed a move back into full class learning and the other two children continued their education in a specialist placement.

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
Power Maths	Active learning
Read, Write, Inc	

