

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	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)	2021 - 2023
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022 July 2022
Statement authorised by	Jacqui Johnson
Pupil premium lead	Gemma Harvey
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

Pupils at Ashby Fields Primary School, will make expected progress in reading, writing and maths, through quality first teaching.

We aim for disadvantaged pupils to have access to a wide range of interventions in schools to meet their social emotional and mental health needs and their learning needs. Children will acquire a good level of vocabulary and achieve in line with National expectations in phonics. These will form the building blocks of success in their future learning.

Children will have access to specialist support services such as educational psychologists, play therapists and mental health services as part of our plan to support individuals needs.

We will provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need. We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at Ashby Fields Primary School.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

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.
5	Parental engagement is difficult.
6	Poor oracy skills

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, reducing red cards and exclusions.	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.</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"> • Bug Club • Purple Mash • Reading eggs • 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 beneficial 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	EEF research +4 months 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).	1 + 2
Family Support worker 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.	Decrease in numbers of families at EHA, CIN, CP due to increase in families accessing early intervention from home school link worker. 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. Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance. EEF toolkit– Parental engagement	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>	2
<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>	3
<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>	3
<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

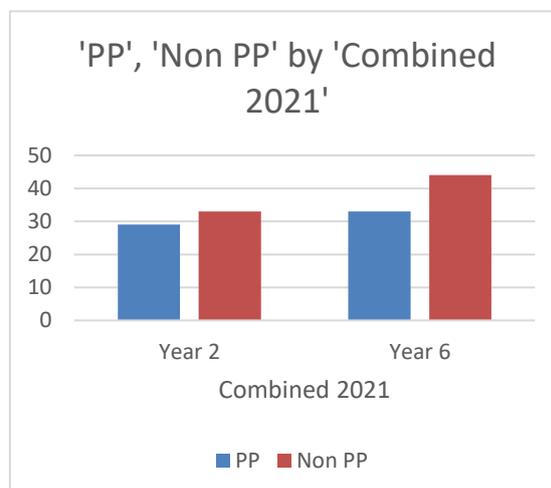
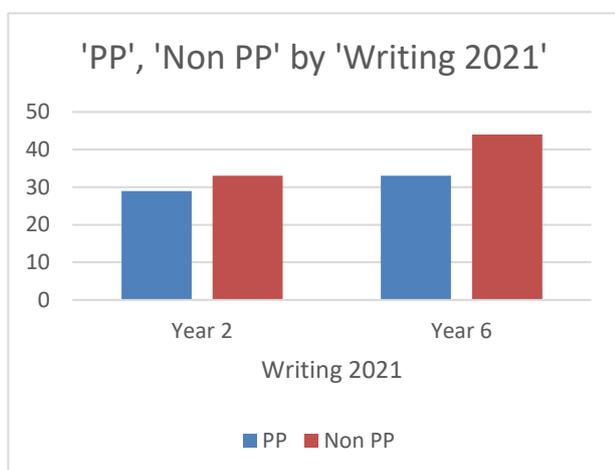
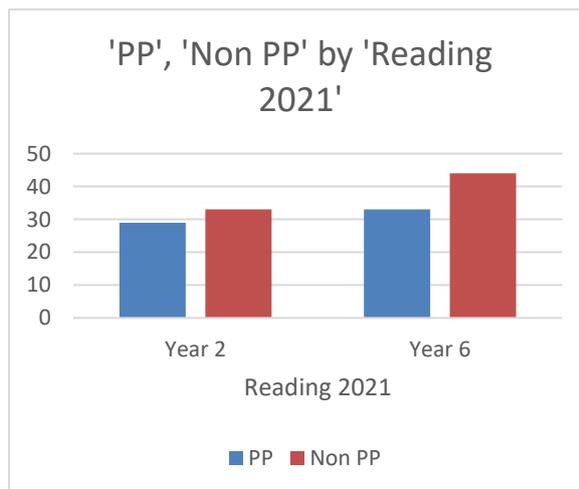
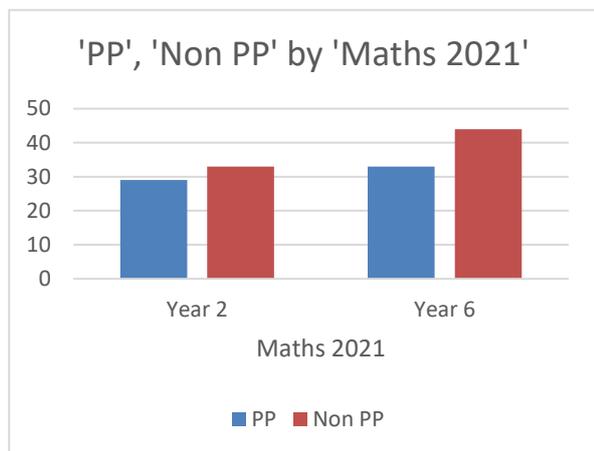
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. In the summer term, the children were assessed using PIXL tests. 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 those who do not qualify for this.



Progress in narrowing the gap between Pupil Premium children and non-Pupil Premium children has narrowed throughout the year.

Intended outcome A: Extend opportunities for pupil premium children to benefit from a wide range of life experiences.

Due to COVID-19 and multiple school closures, the residential trips did not go ahead during the year. However, the funding has been carried forward and the children will experience this during 2020-21.

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

Due to the multiple closures, 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.

Intended outcome C: Parental engagement will improve, and children will complete homework, which will impact on reading, writing and maths.

Workshops were unable to be provided to support families with homework. However, throughout the year, we have supported families with homework packs specifically designed for the individual where the online learning was becoming a challenge. The family support worker and class teachers offered support via zoom consultations and phone calls for each child on a weekly basis. For some children, a place was offered in school.

Following lockdown, we had an increase in parental worries about children's behaviour and parents were reaching out to school for support in this area. We worked with Jogo behaviour support, to provide parents with training ahead of the summer holidays so that they felt empowered with tools to use to improve behaviour at home.

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:

Throughout COVID-19 closures, we continued to offer our vulnerable children the opportunity to come and meet with the school counsellor to support SEMH needs. This allowed the children to transition back into school more calmly. The school counsellor worked closely with the school regarding any safeguarding matters linked to the families she was working with. She provided support for individuals to enable them to attend school during the closures.

School has continued to work with outside agencies throughout the lockdown. We have conducted educational psychologist assessments virtually 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.

Teachers have run tuition sessions for targeted children to build bridges in gaps of learning exacerbated by time spent away from school due to COVID-19 lockdowns or prolonged isolation.

There were a small number of children with multiple vulnerabilities who were highlighted as children not managing in school with the heightened restrictions. There 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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.