



Pupil Premium Strategy 2019-2020 - School Context Review Sept 2020

Academic Year	Academic Year Funding	Total number of pupils eligible for PP funding	Eligible boys	Eligible girls	Eligible for FSM in last 6 years (Ever 6) £1,320	LAC £2,300	Post-LAC £2,300	Service children £300
2019-2010	£189,724.00	139	76	63	100	1	0	0

Pupil Premium Statement

Pupil Premium is additional funding to aid schools in closing the gap in attainment between: children whose parents are currently serving in the armed forces; children of statutory school age from low-income families who are known to be eligible for Free School Meals (at any point over the last 6 years); children looked after continuously for more than 6 months; Free School Meals children in non-mainstream settings; and those of their peers. The funding is used to support interventions and provision already in place at their school or to provide extra provision where a need is apparent.

Context

Ashley Primary School is a large 2-form entry school with 420 pupils on roll from years Rec-Y6; 60 places in Nursery and 8 positions in our Specialist Provision centre ACDC. We serve an area of considered deprivation and our pupils are increasingly attending from a wide range of ethnic minority backgrounds (we have 17 different languages spoken). We have children who not only have language barriers but some children arrive having no previous formal schooling. The language barrier ranges from DfE descriptors 'New to English' to 'Developing Confidence', this is in addition to the increasing number of children who enter with delayed language skills. We also have more than double the Local Authority's average number of children with SEND and almost triple that of the number of children with SEND nationally. From the Spring census (January 2019), the school is currently at 33% of pupils who are eligible for Pupil Premium - this is an increase of almost 10% from 2018-2019.

Rationale

Ashley Primary School's aim is to 'Inspire Positive Attitudes and Values'; we believe we do this for all children, giving them the best possible foundations for leaving primary to begin the next stage in their learning journey through secondary school. Our prime areas for nurturing well-rounded individuals are through: high levels of empathetic and professional staff supporting pastoral care of all of our children; good Quality First Teaching; a broad and enriched curriculum; and focussed support. It is in the best interests of all Ashley pupils that the funding is available to all pupils in school who are recognised for being at a disadvantage and vulnerable, not only those who are eligible for funding. It is through deep knowledge of all of our children, thorough consideration and data analysis that the school decides the best ways in which to allocate Pupil Premium to benefit the needs of all pupils.



Pupil Premium Strategy 2019-2020: Barriers and Desired Outcomes - Review Sept 2020

Barriers

External

~ Increasing number of children in attendance with SEND.
~ Increasing number of children in attendance with social and emotional needs.
~ Increasing number of pupils in attendance under Child Protection, Child in Need or involved with Early Help effecting their learning in school.
~ Limited language skills including increasing number of children with EAL.
~ Higher than average percentage of children that are eligible for Pupil Premium.

Internal

~ Limited understanding to apply mathematical skills to solve a range of reasoning problems across maths.
~ Lack of parental involvement and support of: regular reading at home, learning spellings, completion of homework – limited abilities of many parents to provide such support

Desired outcomes to diminish the difference between Pupil Premium funded pupils and other pupils

- A. Pupils with low attendance/high persistent absentee levels are supported and challenged.
- B. Continued support for families and pupils with social, emotional and health needs through Welfare Officer
- C. Improve reading, writing and maths in KS2, including those working at Greater Depth.
- D. Improve Phonics and Reading in EYFS with impact through to end of KS1.
- E. Boost children for RWM in Y6.
- F. Opportunities given to all that may enhance the understanding and experience of the curriculum.
- G. Embedded support for pupils and families who are new to English/formal school setting.
- H. Early identification of and intervention for pupils with SEND across school.



Pupil Premium Strategy 2019-2020: Outcomes of the previous year - Sept 19

School's data summary: 2018-2019	EYFS ~ % Attaining the expected standard	EYFS Pupils eligible for PP 33%	Local Authority and National Data 26%	EYFS Pupils not eligible for PP	Local Authority and National Data
	GLD	65	LA 59.4 N	72.5	LA 78.2 N
	Literacy	65	LA 60.3 N	72.5	LA 79.2 N
	Maths	90	LA 37.5 N	77.5	LA 82.5 N
	Key Stage 1 ~ % Attaining the expected standard	KS1 Pupils eligible for PP 29%	Local Authority and National Data 31%	KS1 Pupils not eligible for PP	Local Authority and National Data
	Phonics Screening Check in Year 1	41.2	LA 71.4 N	73.3	LA 86.1 N
		32%		32%	
	RWM	38.9	LA 56.1 N	51.3	LA 70.8 N
	Reading	44.4	LA 66.4 N	79.5	LA 80.5 N
	Writing	44.4	LA 60.3 N	66.7	LA 74.7 N
	Maths	44.4	LA 69 N	74.4	LA 80.5 N
	Key Stage 2 ~ % Attaining the expected standard	KS2 Pupils eligible for PP 47%	Local Authority and National Data 42%	KS2 Pupils not eligible for PP	Local Authority and National Data
	RWM	17.9	LA 54.5 N	54.8	LA 74.4 N
	Reading	42.9	LA 66.6 N	67.7	LA 80.2 N
	Writing	28.6	LA 70.7 N	71	LA 88 N
	Maths	32.1	LA 70.2 N	64.5	LA 86.6 N
	GPS	46.4	LA 70.4 N	80.6	LA 85.6 N



Pupil Premium Strategy 2019-2020: Review of the previous year spending 2018-2019- Sept 2019

Focus	Intended Outcome	Actual Impact /Outcome	Lessons Learned /Plans for next year
Pupils on roll - Y1-6 Total PP Budget Total eligible pupils for PP		420 £181,260 100	Early Years pupils on roll 58
Closing barriers between EAL and their peers.	75% of EAL achieving RWM at end of KS2, when attended Ashley since Y2.	(0/1) 0%	Number of EAL in attendance from Y2 is slight in comparison with numbers of EAL on roll, though numbers coming through school currently, are increasing. New Strategy Objective G. Identified EAL lead. Tracking system created. Planning and Assessment from EMTRAS supplied and followed by teaching staff. Monitoring of EAL interventions termly. Renewed EAL training for staff.
Increased performance across RWM at end of KS2 - Limited language skills.	75% of PP achieving RWM at end of KS2 when attended Ashley since Y2.	(5/28) 18%	Attainment below across PP and non-PP at end KS2. Gaps still to be closed and increased performance for all at end KS2. New Strategy Objectives C and E. Focused deployment of TA. WS intervention timetable. More frequent monitoring and reviewing of effectiveness. Use of extra teaching staff to reduce class numbers. Use of Lexia and Phonics Training to help plug gaps to extend to further achievement in all areas.
Developing understanding to apply mathematical skills to solve a range of reasoning problems across maths.	75% of PP achieving Maths Expected at end of KS2 when attended Ashley since Y2.	(9/28) 32%	Attainment across PP and non-PP lower than previous year. First complete year of school following WRM - impact yet to be seen. Use of extra teaching staff reviewed and altered - to be monitored termly in 19-20. LA visits gave positive feedback and areas to note have been acted upon. Further frequent and focused monitoring to be conducted by Maths Lead and Phase 2 Lead. New Strategy Objective - within C and E.
Supporting parents to increase support and involvement to enhance progress and attainment.	75% of PP achieving RWM at end of KS2 when attended Ashley since Y2.	(5/28) 18%	Workshops organised and carried out in Autumn term to help support parents/carers for what would be covered in the year to come for English and Maths in each year group. Workshops successful and good feedback however minimal attendance. Average of 35% representation across the school. Continued open door policy for parents to discuss children and next steps. New Strategy Objectives C, D and E. Workshop delivery times altered to try and increase attendance. Further Phonics Workshop added from EYFS to Y3, lead by LA Consultant.
Increasing number of children with SEND.	Children and needs identified with strategies/training to relevant adults to support.	School Management System complete with recently audited SEND data - deployment and provisions implemented as necessary.	End of KS2 had made provisions through KS2 for 48.5% SEND and EHCP - more than double LA and almost triple national averages. Although, the attainment outcomes for those children may not show progression line with peers across the authority or nationally - the impact that Ashley has made to the lives of the individuals can be seen in case studies of the individual children themselves. New Strategy Objective H. Continued early identification of SEND and use of SLA for Educational Psychologist. Rigorous provision mapping to be covered and monitored for impact - focus of LA Review Autumn 19.
Number of children in attendance with social and emotional needs.	Positive attitudes and experiences at home and school, as well as achievement and progress in line with peers.	Positive attitudes and experiences gained by pupils though attainment not in-line with peers.	Register of pupils to record provisions put in place and in order to track progress - Use of CPOMS from September 2019 should see great effect of this. New Strategy Objective B Continued provision from previous year and invaluable position of CWO. Addition of becoming Trail Blazing School for mental health and training for all staff.
Number of pupils in attendance under Child Protection, Child in Need or involved with Early Help affecting their learning in school and possible behaviours in/directly affecting learning of others.	Reduced number of incidents from home coming into school. Better attitude of pupils towards school.	Children supported in school with less disturbance to class due to role of CWO.	Evaluation shows the roll of Welfare Officer is invaluable to the school and well-being of all children. To be continued and developed in 2019-2020. New Strategy Objectives A and B.
Surplus Budget		6/12 - 50% children passed although 3 children were in 2 standardised point (98/99)	Use of Mathematic 1-1 tutoring in Year 6. Borderline predicted expected children able to make the intended attainment. Intervention start was too late - March New Strategy Objective E. Use of in school provisions and interventio