



This statement details our school's use of pupil premium (Recovery Funding and School-Led Tutoring Funding 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	Ashley Primary School
Number of pupils in school	438
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	T. Dumble (DHT)
Pupil premium lead	J. McCormick (AHT)
Governor / Trustee lead	M. Meade

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 172,160
Recovery premium funding allocation this academic year	£ 18, 881 (£145 x 128 +SEND)
School-Led Tutoring funding allocation this academic year	£ 15,716.25 (£18 x 15 x 128)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 206,757

# Part A: Pupil premium strategy plan

## Statement of intent

Ashley Primary School's aim is to 'Inspire Positive Attitudes and Values'. We do this for **all** children, giving them the best possible foundations for leaving primary school to begin the next stage in their personal and academic journeys. Our prime areas for nurturing well-rounded individuals are: high levels of empathetic and professional staff supporting pastoral care of all of our children; good Quality First Teaching; a broad and enriched curriculum; focussed support; and wider opportunities to develop positive experiences, attitudes and values and attain in line with what is expected of them. 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/or vulnerable - not only those who are eligible for funding. Frequent evaluation of the school; its curriculum and delivery; barriers faced by the school and its pupils; and internal data, are the driving factors to ensure the funding has maximum impact for all pupils. It is through deep knowledge of all of our children, that the school decides the best ways in which to allocate Pupil Premium to benefit the needs of all pupils.

### Intent

- Nurture the whole child to aspire to achieve their full potential in all aspects of their life.
- Strive to support pupils to achieve at least as well as their peers locally and nationally throughout school.
- Deliver a robust and engaging curriculum that provides all children with opportunities and experiences to gain the knowledge and cultural capital they need to succeed in life.
- Close gaps in learning created during the Covid-19 school closures and subsequent disruptions.

### Implementation

- Continue to put **every** child's pastoral care at the forefront of the education provided at Ashley Primary School.
- Deliver quality first teaching that engages all learners and identifies gaps in learning which are closed.
- Through a well-sequenced curriculum, support pupils to be better learners with secure understanding of what is expected of them at each stage of school life and develop their metacognition.
- Provide early and effective interventions to target individual needs for the children who have the most significant gaps and/or who are not making expected progress.
- Enrich the wider curriculum to give all children opportunities and experiences to gain the knowledge and cultural capital to succeed at Ashley and beyond.

### Impact

- Pupils and families well-being, engagement and emotional health are improved.
- Gaps in children's learning are closed, as seen in formative and summative assessment in all aspects of the curriculum.
- Children's attainment is in line with peers locally and nationally.

## Challenges

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

Challenge number	Detail of challenge
1	Speech and Language issues across school, especially in Early Years, slows academic progress in subsequent years and hinders access to the curriculum. In addition to increasing numbers of children attending with EAL.
2	Reading across the school. The quantity of text in tests has proven texts to be very difficult to process due to difficulty with word reading fluency impeding understanding, in addition to limited vocabulary knowledge.
3	Limited understanding to apply mathematical skills to solve a range of reasoning problems across maths which has only been exacerbated by school's closures and class/pupil isolations.
4	Mobility of children into Ashley Primary School. Significant numbers of children join school mid-year, (with social and emotional needs; under Child Protection; Child in Need; are involved with Early Help; have SEND; EAL; low prior attainment and/or often following a period of instability at a previous school), are disproportionately eligible for PP. All identified as challenges that ultimately affect these and others' learning in school.
5	Children on PP have disproportionately not accessed online learning during the pandemic, causing further gaps in learning at school.
6	Higher percentage of pupils eligible for premium than both locally and nationally in addition to high number of eligible pupils belonging to more than one group e.g. with SEMH needs, SEND and/or EAL.
7	Although improving, attendance continues to be paramount to well-being and learning especially for disadvantaged pupils.
8	Growing need to reach and assist parents/guardians to increase their involvement to support their children's: regular reading; learning of spellings; learning of tables and maths strategies; and completion of homework.
9	Limited life and cultural experiences for some of our PP children.
10	Working memory is increasingly identified as a learning barrier in tested children - large proportion are PP and impacts on all areas of learning.

## 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
Early identification in EYFS / on entry to this school of language barriers (inc EAL) and relevant support and intervention implemented.	Numbers of EYFS pupils attaining GLD in line with the rest of the LA and national average or for those with identified needs (in EYFS and beyond) make expected progress from their starting points.
Improve Phonics and Reading attainment in EYFS with impact through to the end of KS2.	Increased attainment in GLD and Reading at the end of each Key Stage, closing the gaps between disadvantaged and non-disadvantaged.
Sound mathematical knowledge embedded at EYFS and KS1 as foundations for learning through school to increase attainment at the end of KS2.	Increased attainment in maths at the end of each Key Stage, closing the gaps between disadvantaged and non-disadvantaged.
All children are readily able to access the appropriate curriculum for their needs with minimal disruption so that learning for all pupils remains focused and expected progress in attainment is made across the school.	Early identification of baselines in attainment, needs and well-being of pupils who join Ashley mid-primary/year is made to ensure provisions are in place at the earliest opportunity.
Attendance especially for those with PP continues to improve and impacts on greater attainment on the whole.	Performance in RWM at KS1 and KS2 move to be in line with LA and national averages. Gaps narrowing between those eligible for PP and those not. Attendance in line with national average.

## 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: £ 103,544.

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for EYFS staff for successful implementation of new EYFS framework.	Success of EYFS Lead and Reception partner teacher training in understanding new framework and its implementation. EEF EYFS Profile Reforms - though this review suggests discrepancies on teachers views it does more overly give benefits and increased readiness of children moving to year 1 in all areas.	<b>Challenge 1</b> All staff relevant CPD and contribute to all pupils in EYFS.
Talk4Writing evident through school and starting from nursery to develop language skills.	Talk4Writing is proven to have language skills and communication at the heart of its pedagogy.	<b>Challenge 1</b> All children
Little Wandle implementation across EYFS, Y1, Y2 including use of ebooks. Intervention Y3-6.	DfE endorsed. Whilst not directly covered in EEF, EEF suggests 5* for consistent Phonics intervention and benefits to DAPs, which Little Wandle prescribes as part of its scheme. EEF 4+ Phonics EEF Collaborative Learning 5+	<b>Challenge 2</b> All pupils in Nursery, Reception, Year 1 and Year 2. Identified children Y3-Y6.
Wider subscription to Lexia.	Home and school use available. Proven improvements with LA and GD pupils, though benefits and accessed by all pupils. EEF +2	<b>Challenge 2</b> Whole School
Reading Plus implementation including CPD.	Proven to improve skills as required by ESSA. Success of other schools locally and suggestion from LA consultant. Success of trial by Y5 and Y6 summer 21.	<b>Challenge 2</b> All KS2 pupils Autumn 21 Moving to Year 2 from Spring 22.

Reading for pleasure CPD	DfE requirement, LA lead training to enrich and promote reading pleasure across school.	<b>Challenge 2</b> Whole School
Reading revised framework CPD	DfE requirement, LA lead training to ensure robust delivery across school.	<b>Challenge 2</b> Whole School
Reading fluency training	DfE requirement, LA lead training to ensure secure teaching of reading fluency.	<b>Challenge 2</b> Whole School
Booster Sessions provided for Y6 in maths and English from October 2021.	EEF - success of high quality first teaching. Historic success in raising attainment for end of KS. Monitoring evidence. Means of adding extra time to the timetable to fill gaps created by Covid-19.	<b>Challenge 2, 4, 5, 6</b> All year 6 pupils.
Additional teachers used for Y4, 5 & 6.	EEF 3+ Reducing class size	<b>Challenge 2, 3, 4, 5, 6</b> All years 3, 4, 5 & 6.
Power Maths	DfE recommended and support funding.	<b>Challenge 3</b> Working towards whole school in 3 years, Rec-Y2 2021-2022
Mathletics	Historic school success in supporting learning, especially remotely.	<b>Challenge 3, 4, 5, 6</b>
Teaching Assistants	EEF +1 Efficacy of historic use	
1-1 support	EEF +3 Efficacy of historic use	<b>Challenge 1, 2, 3,4 6, 10</b>
CPD for teachers: cognitive load and working memory	EEF Guide to supporting school planning: a tiered approach to 2021. Quality first teaching is at the heart of all Ashley education. Evidence suggests that a curriculum based on the elements of memory cognition and metacognition results in high level of impact with pupils making on average 7 months additional progress. (EEF 2018) Worked examples, live modelling, and teacher verbalisation of metacognitive talk support pupils in the process of becoming independent learners. Strategies to develop metacognitive thinking are most effective when subject specific rather than through the teaching of generic thinking skills EEF Metacognition and self-regulated learning review (May 2020).	<b>Challenge 10</b>

CPD Resilience and self-regulation	EEF Social and Emotional Learning +4	<b>Challenge 4, 6</b>
CPD for all teachers to develop their curriculum area and ensure robust understanding of the curriculum to deliver.	Evidence suggests that a curriculum based on the elements of memory cognition and metacognition results in high level of impact with pupils making on average 7 months additional progress. (EEF 2018) Worked examples, live modelling, and teacher verbalisation of metacognitive talk support pupils in the process of becoming independent learners. Strategies to develop metacognitive thinking are most effective when subject specific rather than through the teaching of generic thinking skills EEF Metacognition and self-regulated learning review (May 2020).	<b>Challenge 5, 6, 9, 10</b>

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

Budgeted cost: £ 58,180.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI	Historic school delivery and impact summer 21	<b>Challenge 1</b> Identified pupils in Y1
BLAST 1	Historic school delivery and impact summer 21	<b>Challenge 1</b> Identified pupils in Nursery
BLAST 2	Historic school delivery and impact summer 21	<b>Challenge 1</b> Identified pupils in Reception
Phonics, English and maths Parent Workshops	Engaging parents Increased engagement of adults at home during school closures to lead to increased attendance of support sessions for parents.	<b>Challenge 2, 3, 4, 5, 6, 8.</b>
Learning Village	EAL need and support Impact on education 90%, Reduce gap 83%	
CPOMs to record all immediate baseline assessments for new pupils including SEMH on their entry.	Historic school analysis of baseline to measure progress new pupils make both immediately and long term, as well as identifying areas for support.	<b>Challenge 4</b>
Use of Educational Psychologist for quick identification of needs and support for individuals.	Historic need for further and quick support of large proportion of SEND and those with PP and SEND.	<b>Challenge 4, 6</b>
FFT 1-1 tutoring English Y3, 4, 5.	Success of other schools in LA.	<b>Challenge 2</b>
WRM tutoring maths Y3, 4, 5.	Success of other school in LA	<b>Challenge 3</b>
Teacher to support interventions and reduce class sizes.	EEF reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption.  Historic evidence that supports children’s attainment and well-being.	<b>Challenge 3, 4, 5, 6</b>



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

Budgeted cost: £ 42,759.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support for pupils and families - led by Child and Family Welfare Officer(s).	Historic school evidence. School's own analysis and report and impact on attainment and well-being. School's own Case Studies.	<b>Challenge 7</b> Specified pupils on CWO list.
Reviewed and implemented behaviour code across school following policy.	EEF - Improving behaviour in schools report.	<b>Challenge 4, 6</b> All pupils from Autumn 21
Non-residential and residential trips	Historic success of school's trips with Y5/6 on residentials and each year group for curriculum related activities that enhance the curriculum.	<b>Challenge 9</b>
CWO	EEF Social and Emotional Learning +4 Growing implications for extra support - Previous years' benefits from CWO.	<b>Challenge 4, 6, 8</b> Identified pupils
Kidsafe and CPD	Previous successes of Kidsafe	<b>Challenge 5, 6, 9</b>
Emotional Resilience	Previous years' successes of ER.	<b>Challenge 4, 6, 8</b>
Further supervisory staff for lunch time to ensure support and lesson delivery.	Historic demands placed on other members of staff when duties missed - SLT, Office, TAs and teachers ultimately affecting lessons and interventions.	<b>Challenge 1-10</b> All pupils.

**Total budgeted cost: £ 204,483.69**

## 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 with £179,224 funding for 152/459 pupils 33% of school.

### Externally provided programmes

Programme	Provider
Mathletics	3P Learning
TT Rockstar	TT Rockstar
myON	Renaissance
Lexia	Core 5 Lexia Learning Systems LLC
Tranquil Treehouse	Private- Nadia McSheffrey

### Service pupil premium funding (optional)

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

### 2020-2021 Strategy Reviewed

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.

Intervention was most effective when teachers and TAs worked collaboratively to respond to issues/ misconceptions from earlier learning in the day, though usual means of interventions were difficult to conduct within confines of bubbles and Risk Assessment constraints.

Mathletics and Times Table Rocksters were used to reinforce curriculum learning and develop speed and fluency in multiplication recall and to improve the overall percentage of children attaining expected level in maths.

Reading Plus was used in Year 5 and Year 6 as a trial to roll out to KS2 September 2022 for the development of vocabulary, and for reading speed and fluency; aiding comprehension. This will assist in improving the overall percentage of children attaining expected level in reading.

Remote learning more effectively delivered and accessed during this period.

Mathletics, TTRS, myON, Reading Plus and Lexia were accessible to pupils at home.

Family support continued through regular parental contact with school staff (teachers, SLT and CFWOs) and family.

CFWOs were effective at supporting our families back to school following school closures and attendance figures improved.

Desired Outcome	Actions	Review
A. Pupils with low attendance/high persistent absentee levels are supported and challenged.	Attendance support for pupils and families - led by Child and Family Welfare Officer(s).	Rigorous intervention and tracking - Class Maps created 20-21 to track attendance and actions across the year - these fed into Provision Maps and Progress Meetings. Info used to create Governors' Termly Report. Home visits performed, fines issued and support given. Attendance at beginning of Autumn 21 up to 96% in line with national average. <b>Continued Monitoring into 21-22 - objective to remain. Means of tracking punctuality needed for 21-22 - start and end data.</b>
B. Continued support for families and pupils with social, emotional and health needs.	Child and Family Welfare Officer support to families and children. Emotional Resilience support to identified individuals/groups and Y6 Transition in summer term - (LA SLA). Trail Blazing School for Mental Health - allocation of support from referrals to Life Cycles (to become directly referred from school to speed up process). Kidsafe Club	Factors included children currently involved in/referred to: CYPS, Lifecycles, Healthy Minds, Educational Psychologist, Emotional Resilience Team, School Counsellor, School Mentor, having/pending EHCP with Other (EMTRAS, Attendance, EHP, Young Carers, Bereavement, Safeguarding, Police, Early Bird, CIN Social Care, Friends for Life and Social Care). Needs ranging: Anxiety, School Phobia, Attachment, Bereavement and Other (Challenging behaviour, emotion regulation, witness to domestic SEMH/violence, withdrawn at school, attendance, SEBD). <b>Existing Provisions to be maintained and further training and support sought after. Continued monitoring evidence and feedback from class teachers (Prog meet) and invaluable use of CPOMs. Governors' Termly Report.</b>
C. Improve reading, writing and maths in KS2, including those working at Greater Depth.	1 x TA support in Y6 - Maths and English X5 lessons and GR, AR, Spelling and interventions for progress and SEND (JH) 1 X teacher support in Y6 Group for maths and English (JL) 1 x teacher reading support in Y5 x3 AR session (JMc) 1 x teacher support maths and English Y5 sessions (JMc) 1 x TA support reading in Y5 x4 AR sessions (MC)	Distinct increase in attainment across all areas and although despite increased maths performance, this has widened gap between PP/D and nonPP/D. Mapping, monitoring and analysing interventions proved groups were being catered for and all staff involved understood the reasoning and desired outcomes for all provisions. <b>Raising performance at end KS2 still paramount for 2021-22 including closing the gap between PP/D and nonPP/D particularly in Maths.</b>

	<p>1 x shared TA support across maths and English inc interventions for progress and SEND (MC)</p> <p>2 x TA support in Y4 Maths and English X5 lessons and GR, AR, Spelling and interventions for progress and SEND (CD, PP)</p> <p>2 x TA support in Y3 Maths and English X5 lessons and GR, AR, Spelling and interventions for progress and SEND (LC, DR)</p>	<p><b>Current objective to remain in place and implemented as in 2021-22</b></p>
<p>D. Improve Phonics and Reading in EYFS with impact through to end of KS1.</p>	<p>2 xTAs across Rec - phonics timetabled and referral throughout the day (NM, GG)</p> <p>2 xTAs across Y1 - phonics timetabled and referral throughout the day (AF, TO)</p> <p>2 xTAs across Y2 - (SK, NR) - set spelling groups</p> <p>LA Consultant support half-termly</p> <p>Staff Meeting to update and continue training</p> <p>Monitoring of delivery and impact termly</p> <p>LA Learning Walk</p> <p>Phonics Interventions Rec - Y3.</p> <p>Phonics Workshop (to be available remotely from LA-AH)</p> <p>Launchpad for Literacy</p> <p>Amended policy in line with emerging needs and actions</p> <p>Scrutiny of tasks</p>	<p>Policy amended in Summer 21 in light of LA visits, Learning Walk and implementation/review of new strategies/frameworks. <b>Objective and implementation to remain to increase performance further.</b></p>
<p>E. Boost children for RWM in Y6.</p>	<p>As 'C' for Y6:1 x TA support in Y6 - Maths and English X5 lessons and GR, AR, Spelling and interventions for progress and SEND (JH)</p> <p>1 X teacher support in Y6 Group for maths and English (JL)</p> <p>Booster Classes - English x 30 mins weekly from Spring (delayed C19 RA)</p> <p>Maths x 30 mins weekly from Spring (delayed C19 RA)</p>	<p>Distinct increase in attainment across all areas and although despite increased maths performance, this has widened gap between PP/D and nonPP/D. Mapping, monitoring and analysing interventions proved groups were being catered for and all staff involved understood the reasoning and desired outcomes fo all provisions. <b>Raising performance at end KS2 still paramount for 2021-22 including closing the gap between PP/D and nonPP/D particularly in Maths. Current objective to remain in place and implemented as in 2021-22</b></p>

<p>F. Opportunities given to all that may enhance the understanding and experience of the curriculum.</p>	<p>Use of funding to support attendance of school trips/experiences to uphold school fund until sufficient funds achieved. Maintenance and enhancement of outdoor classrooms and equipment and schools learning equipment. Remote Learning register of home access and provisions put in place.</p>	<p>C19 RA restrictions and school closure reduce opportunities especially of a wider curriculum. <b>Current circumstances demand the objective to remain to give support to all to ensure equal opportunities.</b></p>
<p>G. Embedded support for pupils and families who are new to English/formal school setting.</p>	<p>EMTRAS support Mon, Wed weekly for 3 children. Lead - disseminates targets set by EMTRAS to teachers. Teachers follow targets and monitor EMTRAS assesses and sets new targets half-termly. EAL Tracking system updated from Sept 2019 Teaching staff liaise with EAL guardians and EMTRAS. Renewed training for staff 20-21.</p>	<p>EAL pupils and languages spoken remain high across school.</p>
<p>H. Early identification of and intervention for pupils with SEND.</p>	<p>SENCo assesses identified children Educational Psychologist further assessments TAs deliver SEND intervention under direction of teacher in accordance with IEPs. 1-1 support SEND detailed information included in Provision Maps</p>	<p>Number of children on SEND register increasing. Specific needs identified more accurately and quickly - strategies therefore implemented quicker to support increased progress. 1-1 support proving invaluable as ever - see specific cases. Provision Maps give teachers greater awareness of extent of needs within class, maps also show SLT and external bodies range of needs within school and how they are provided for.</p>