

Ashbourne Primary School pupil premium strategy statement

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	Ashbourne Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Paula Whysall
Pupil premium lead	Michelle Toone
Governor / Trustee lead	Ken Torr

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95, 292.50
Recovery premium funding allocation this academic year	£10, 295
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£105, 587.50

Part A: Pupil premium strategy plan

Statement of intent

Nurturing Aspiration Through Happy, Creative Learning.

Our curriculum is planned to remove the barriers to learning our children face. We have high aspirations for our pupils and believe our children deserve a curriculum that inspires and motivates them to become lifelong learners. No child is left behind, each individual is given the support and teaching to enable them to develop the skills and acquire the knowledge that will prepare them for the next stage of their school career. We aim to provide a range of experiences through our curriculum offer.

Challenges

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

Challenge number	Detail of challenge
1	Writing To improve attainment in writing for PP children so that it is in line with maths and reading
2	Memory To implement memory strategies to ensure PP pupils regularly revisit prior knowledge and skills across the curriculum
3	Experiences To provide a wide range of enrichment activities to broaden children's experiences.
4	Aspirations To increase the number of pupils meeting the PRAISE aim of self-motivated and ensure pupils have high aspirations for themselves.

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
<p>Writing</p> <p>1) To improve attainment in writing for PP children so that it is in line with maths and reading</p>	<ul style="list-style-type: none"> -65% of pupils at the end of KS2 to achieve the expected standard in Writing -76% of pupils at the end of KS1 to achieve the expected standard in Writing -All pupils Writing attainment to be in line with Reading and Maths attainment -75% of pupils at the end of EYFS to achieve the expected standard in Writing
<p>Memory</p> <p>2) To implement memory strategies to ensure PP pupils regularly revisit prior knowledge and skills across the curriculum</p>	<ul style="list-style-type: none"> -Memory books implemented successfully for all pupils -Monitoring shows flashcards are utilised at the start of lessons -Monitoring shows pupils from different groups are able to articulate key knowledge about what they have learnt -80% of pupils pass multiplication check in Y4 -80% of pupils use the Spelling Shed APP at home to practise spellings -Monitoring shows Writing Imagination Maps aid pupils' memory and independent writing -100% of children recall their own memory minute fact 100% of the time. Children remember 75% of others memory minute.
<p>Experiences</p> <p>3) Target opportunities to PP children in school such as; careers week, school performance, range of clubs, sporting opportunities, maths challenge, JCB</p>	<ul style="list-style-type: none"> -All PP children will take part in after school clubs -PP children will be prioritised for school experiences offered -Children's experiences will be widened and extended across the curriculum
<p>Aspirations</p> <p>4) Engage all PP children in the Ashbourne Primary Aspirations Award</p>	<ul style="list-style-type: none"> -PP children will have been exposed to new role models -Children will be more confident articulating their aspirations -PP children will achieve the school PRAISE aim of 'self-motivation' -All PP children take part in the Aspirations Award

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
Promote writing through the whole school communication topic	<p>Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goalsetting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently.</p> <p>Giving pupils a reason to write — and someone to write for — can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes.</p> <p>Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.</p> <p>Monitor pupils' handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting.</p> <p>Consider the types of spelling error pupils are making to</p>	<p>Challenge 1 Challenge 2</p>
Implement Spelling Shed Y3-Y6 to improve spelling outcomes		
Update and implement handwriting policy to ensure consistency across school		
Monitor impact of handwriting policy through book scrutinies		
Purchase Amazon Fire tablets in order to promote Spelling Shed app.		
Re-introduce Talking homework projects to allow pupils time to gather ideas for writing		
Training for new English Leader through LA courses		
All extended writing books to include at expected criteria for each year group		
Teachers to offer x 3 spellings per extended write to include (think of catchy phrase!)		
Provide CPD for staff on Writing moderation		
Teacher observations during Autumn Term to have a writing focus	<p>Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.</p>	
Use of APPS/Mr P ICT to create enthusiasm for writing		
Teachers to build on children's prior knowledge of stories, characters and settings read to support children's writing imagination and memory		
To build upon reading spine to pull out characters and settings onto a writing imagination map to support children's imagination for writing		
Provide leadership time for new writing leader to meet with SLT (Communication action plan)	<p>Monitor pupils' handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting.</p>	
Create reading spine per year group to ensure good quality texts are used in English lessons		
Introduce 'Memory Minute' for children to recall important key learning without prompts		
Map out 30 key knowledge bites per year group for 'Memory Minute'	<p>Consider the types of spelling error pupils are making to</p>	

Use of rhymes and songs to recall key concepts	identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them. Pupils should also practise sentence combining and other sentence construction techniques.	
Use of mnemonics to teach 5 key spellings per year group e.g. because		
Use of flashcards per topic as lesson starters to aid memory of previous learning		
Subject leaders to monitor their subject on memory only		
Leadership time to create knowledge and skills flashcard keyrings		
Introduce Flashback Friday at the end of each half term for children to complete Memory Book to organise Top 5 facts of the topic (History/Geography/RE/Science)		
Implement Timetable Rockstars, Spelling Shed and Quiz App to aid memory		
Curriculum leader to map out small steps of knowledge and skills onto progression maps for each foundation subjects		

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for Intervention TAs on editing and improving writing 1:1 feedback	Core subject small group tuition The average impact of the small group tuition is four additional 4 months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective. Low attaining pupils particularly benefit from small group tuition.	Challenge 1 Challenge 2
Edit and improving intervention with Y5-Y6 in Autumn and roll out across school from Spring		
National Tutoring Programme		

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Experiences</p> <p>Use of Gold Book to promote writing during communication topic (entries only for Writing) and rewards for pupils (pencil/notebooks winners)</p> <p>Access to extra-curricular activities and cultural experiences such as outdoor learning and Forest School, Book Club, Circle Time, Go Beyond</p> <p>Provide opportunities for pupils to be leaders (school council, peer buddies, sports leaders, Reception Buddies, clubs, activities for younger pupils)</p>	<p>Experiences</p> <p>Overall, the average impact of extra-curricular participation on other areas of academic learning appears to be positive.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	<p>Challenge 3</p>
<p>Aspirations</p> <p>Share knowledge, skills, and strategies to support pupils to achieve the outcomes set out in their behaviour plans/wellbeing plans.</p> <p>Provide activities to support pupils to develop self-esteem, motivation for learning through outdoor learning (Go Beyond, Lego therapy, after school wellbeing groups).</p> <p>Tailor communication to encourage positive dialogue about learning with hard to reach families.</p> <p>Provide a range of opportunities for pupils to encounter new experiences and settings (RE visits, school trips).</p> <p>Provide opportunities for pupils to practise, reflect on their strengths and identify areas for improvement through the Ashbourne Primary Award.</p> <p>Create a programme of visitors to school to broaden experiences of jobs/careers/uni week.</p> <p>Carefully consider how feedback will be received, including impacts on self-confidence and motivation</p>	<p>Aspirations</p> <p>It is important to acknowledge that wider evidence indicates that the relationship between aspirations and attainment is complex, and there are many reasons why aspiration interventions may or may not impact upon attainment.</p> <p>It is important to give feedback when things are correct — not just when they are incorrect.</p> <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>Parents' aspirations also appear to be important for pupil outcomes,</p>	<p>Challenge 4</p>

Encourage parental involvement through Vocabulary focused homework e.g. talking topics		
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Total budgeted cost: £105,000

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	Impact July 2022
<p>Reading fluency and comprehension</p> <p>1a) PP children make the same or better progress as non-pupil premium children in reading</p> <p>1b) PP pupils have a reading age in line with chronological age unless they have severe and complex learning needs</p> <p>1c) Phonics screening for PP pupils to meet national standards</p>	<p>PP pupils in EYFS and KS1 attain broadly in line with their peers in Reading. PP pupils in KS2 perform less well than non PP pupils.</p> <p>Phonics screening check June 2022 = 86%</p> <p>11/13 Pupil Premium children passed = 85%</p>
<p>Boys writing KS2</p> <p>2)PP children make the same or better progress as non-pupil premium children in writing (KS2)</p>	<p>Progress in writing is in line with non PP children. However, attainment is lower than non PP.</p> <p>Y6 data</p> <p>54% at EXS or above for non PP. 33% for PP.</p>
<p>Language and vocabulary</p> <p>3a)PP pupils are confident users of language, using this to deepen their thinking</p> <p>3b)Vocabulary is taught explicitly across the school so that children can apply a richer understanding of language to their reading and writing</p>	<p>71% of pupils in EYFS achieve the ELG for communication and language.</p> <p>Every classroom displays topic-based vocabulary.</p> <p>Teachers report pupils are increasingly confident in using a broader range of language in the classroom</p> <p>Delivery of new vocabulary is taught as a 'Vocabulary Victor' across reading and literacy lessons.</p>
<p>Experiences</p> <p>4a) Target opportunities to PP children in school such as; careers week, school performance, range of clubs, sporting opportunities, maths challenge, JCB</p>	<p>Over 75% of PP children took part in after school clubs over the summer term.</p> <p>PP children have been prioritised for school experiences offered such as Go Beyond, financial support with residential, summer play, sporting events.</p> <p>Children's experiences have been widened and extended across the curriculum with a full year in school.</p>
<p>Aspirations</p>	<p>All PP children will have been exposed to new role models through Careers Week.</p>

5a)Engage all PP children in the Ashbourne Primary Aspirations Award	Children are more confident articulating their aspirations. PP have been awarded the school certificates for the PRAISE aim of 'self-motivation'
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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
National Tutoring Programme	Connex Education

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?	Core subjects (phonics, reading maths and literacy) small group tuition: Provided extra support through a range of teaching strategies such as tutoring 1:1 or small groups support.
What was the impact of that spending on service pupil premium eligible pupils?	Accelerated progress across the curriculum. Mastery of core objectives. Reading ages/phonics scored increased significantly.

Further information (optional)

