

Pupil premium strategy statement – Ashbourne Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021-2024
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Paula Chisholm
Pupil premium lead	Michelle Toone
Governor / Trustee lead	Ken Torr

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,439
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£9800
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£113,239

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	Overall Attainment To bridge the gap between disadvantaged children at the end of KS1 and Upper KS2.
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 disadvantaged children so that it is in line with maths and reading</p>	<ul style="list-style-type: none"> - 70% of all pupils in each year group will achieve the expected standard in Writing and SPaG - 60% of disadvantaged pupils in Y6 achieve the expected standard in Writing and SPaG - 60% of disadvantaged pupils in Y2 achieve the expected standard in Writing and SPaG - 60% of boys in Y5 achieve the expected standard in Writing and SPaG 70% of pupils in EYFS achieve the ELG in Writing
<p>Overall Attainment</p> <p>2) To bridge the gap between disadvantaged children and their peers at the end of KS1 and Upper KS2.</p>	<ul style="list-style-type: none"> - The gap between disadvantaged children and their peers at the end of KS1 will be 15% or less - The gap between disadvantaged children and their peers in upper KS1 will be 20% or less
<p>Experiences</p> <p>3) Target opportunities to disadvantaged 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 disadvantaged children will take part in after school clubs or lunchtime clubs -disadvantaged 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: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide Writing/SPaG CPD opportunities: Grammarsaurus training Lesson study of colleagues Visits to other schools Show and Share good practise at staff meetings SLT days for senior teachers INSET/staff meetings Precision teaching</p>	<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 identify appropriate strategies for improving pupils’ spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them. Pupils should</p>	<p>Challenge 1 and 2</p>

	also practise sentence combining and other sentence construction techniques.	
Investigate Writing/SPaG schemes: Jane Considine Natural Curriculum Take one book		

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
Edit and improving intervention with Y5-Y6	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 and challenge 2
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
Experiences Use of Gold Book to promote writing and communication during communication topic and rewards for pupils (pencil/notebooks winners)	Experiences Overall, the average impact of extra-curricular participation on other areas of academic learning appears to be positive.	Experiences Use of Gold Book to promote writing and communication during communication topic and rewards for pupils (pencil/notebooks winners)

<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>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</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>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>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</p>

Encourage parental involvement through Vocabulary focused homework e.g. talking topics		<p>impacts on self-confidence and motivation</p> <p>Encourage parental involvement through Vocabulary focused homework e.g. talking topics</p>
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Total budgeted cost: £ 108,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Impact July 2023
<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"> - 80% of PP pupils in EYFS met the writing ELG - PP children at the end of KS1 are in line with their peers - PP children in year 1 are working below their peers. - PP children in years 3/5/6 are working below their peers.
<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"> - Flashback Friday was introduced each half term to help children revisit their prior learning - Memory books were created for all children to take through the school, to ensure the children can look back on prior learning - 'Memory Minute' was introduced throughout the school. Children were able to remember key facts about their learning - Learning walks and pupil voiced showed that children's memory capacity has increased throughout the year
<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"> - Over 60% of PP children took part in after school clubs over the summer term. - PP children have been prioritised for school experiences offered such as Go Beyond, financial support with residential, summer play, sporting events. - Children's experiences have been widened and extended across the curriculum with a full year in school.
<p>Aspirations</p> <p>4) Engage all PP children in the Ashbourne Primary Aspirations Award</p>	<ul style="list-style-type: none"> - All PP children will have been exposed to new role models through Careers Week. - Children are more confident articulating their aspirations. - PP have been awarded the school certificates for the PRAISE aim of 'self-motivation'

Externally provided programmes

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: **How our service pupil premium allocation was spent 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.

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)

Governor School Visit Record 2023-2024

Name: Ken Torr.

Date: 26th October 2023

Present: Ken Torr (Pupil Premium Governor) (KT), Michelle Toone (Pupil Premium Leader) (MT).

Purpose of visit:

To meet with MT in order to:-

- Review the implementation and impact of interventions and support delivered to Disadvantaged pupils and those in receipt of Pupil Premium during the period Sept.2022 to July 2023.
- Discuss actions to be undertaken to support Disadvantaged and Pupil Premium Pupils (PPP) in 2023-2024