

# 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	209
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2021-2024
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Paula Chisholm
Pupil premium lead	Michelle Croxall
Governor / Trustee lead	Ken Torr

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,745
Recovery premium funding allocation this academic year	£9500
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£108,245

# 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	<b>Writing</b> To improve attainment in writing for disadvantaged children so that it is in line with maths and reading.
2	<b>Maths</b> To improve outcomes for disadvantaged girls in maths
3	<b>Attitudes towards learning</b> To engage disadvantaged children's parents to improve pupils' attitudes to learning.
4	<b>Gaps in learning</b> To provide a personalised learning programme for disadvantaged pupils joining the school in Y4/Y5/Y6 to address gaps in their learning.
5	<b>Experiences</b> Target opportunities to disadvantaged children in school such as; careers week, school performance, range of clubs, sporting opportunities, maths challenge, JCB

## 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><b>Writing</b></p> <p>1) To improve attainment in writing for disadvantaged children so that it is in line with maths and reading nationally</p>	<ul style="list-style-type: none"> <li>- % of PP children at KS2 is in line with national and figures and other core subjects</li> <li>- % of PP children at KS1 is in line with national figures and other core subjects</li> <li>- % of PP children at EYFS is in line with national figures and other core subjects</li> <li>- % of PP children in Y1, Y3, Y4, Y5 are in line with Reading and Maths</li> </ul>
<p><b>Maths</b></p> <p>2) To improve outcomes for disadvantaged girls in maths</p>	<ul style="list-style-type: none"> <li>- % of PP girls achieving expected and GDS in Maths increases</li> <li>- Pupil voice with PP girls – girls voice positive outcomes for maths</li> <li>- Planning reflects the data and gaps for PP children</li> </ul>
<p><b>Attitudes towards learning</b></p> <p>3) To engage disadvantaged children’s parents to improve pupils’ attitudes to learning.</p>	<ul style="list-style-type: none"> <li>- Decreasing the number of persistent absentees (currently at 11.7%)</li> <li>- Statistics from Arbor show an improvement in punctuality for PP children</li> <li>- External partners from the Trust judge pupil behaviour to be exceptional</li> <li>- All staff consistently follow and implement the behaviour policy</li> <li>- Parents engage through attendance at parents’ evenings and events, number of views on dojo videos, attendance at parents classes, increased support for homework</li> </ul>
<p><b>Gaps in learning</b></p> <p>4) To provide a personalised learning programme for disadvantaged pupils joining the school in Y4/Y5/Y6 to address gaps in their learning.</p>	<ul style="list-style-type: none"> <li>- Personalised learning programmes are devised and implemented for PP starters</li> <li>- PP Pupils meet their individual targets</li> <li>- PP Pupils make expected progress</li> </ul>
<p><b>Experiences</b></p> <p>5) 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"> <li>-All disadvantaged children will take part in after school clubs or lunchtime clubs</li> <li>-Disadvantaged children will be prioritised for school experiences offered</li> <li>- Disadvantaged children’s experiences will be widened and extended across the curriculum</li> </ul>

## 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: £ 48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementing Grammarsaurus PVPG (place value of Punctuation and Grammar)	Mitch Hudson – “My fast-paced, high-impact ‘teach outstanding writing, punctuation and grammar’ course shares the magic secrets of how to rapidly improve standards in writing and grammar.	Challenge 1
Implementing Talk 4 Writing approaches across school	Talk 4 Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects.	Challenge 1
Implement Unlocking Letters and Sounds Handwriting Scheme	<p>The teaching of handwriting is built into Unlocking Letters and Sounds and letter formation is taught as part of each phonics session. So as the children learn each new letter, they learn how to write it.</p> <p>In addition, regular, 5-10 minute handwriting slots will be timetabled across the week. Children need to practise handwriting under the guidance of a teacher, so that they do not develop habits which are then difficult to undo later on. Short patters are used to support the children with letter formation, to help them visualise the letter before they write it down. These are based on the handwriting families.</p>	Challenge 1
More frequent monitoring of Writing across school	Monitor pupils’ handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting.	Challenge 1

More frequent moderation opportunities		
Girls only intervention groups to boost confidence and resilience	Girls will have their confidence and resilience boosted through girls only groups, without the pressure of the higher attaining boys.	Challenge 2
Maths leader to complete Primary Maths Specialist qualification through the maths Hub	Maths leader to become a Maths specialist, sharing new learning and ideas to all staff.	Challenge 2
EYFS/KS1 to implement Mastery Maths through the NCETM	Staff to deliver Mastery Maths to all children in EYFS/KS1 to further enhance their maths learning.	Challenge 2
Parenting classes for disadvantaged families to help parents to engage with school and help their children improve their attitudes towards school  Promoting learning through dojo and children's profiles on Dojo. Teachers to message parents to communication about children's learning.	By engaging with parents, this will enable them to become more active in their children's learning and improve the children's attitudes towards their learning at school.	Challenge 3
Appointing a lead person (BA) to baseline new PP children and devise a personalised support plan	Personalised learning programmes are devised and implemented, leading to new PP children having their gaps in learning identified and planned for	Challenge 4

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Grammarsaurus teaching by HLTA for PP children in year 3 and 4</p> <p>Grammarsaurus teaching by TA for PP children in year 6</p> <p>Support for PP children in Grammarsaurus by TA in years 1, 2, 5</p>	<p>Grammarsaurus rapidly improve standards in writing and grammar.</p> <p>Evidence shows that small group tuition is effective. Low attaining pupils particularly benefit from small group tuition.</p>	Challenge 1
<p>National Tutoring Programme for year 6 (PP and girls)</p>	<p>Evidence shows that NTP helps children to make accelerated progress</p>	<p>Challenge 1</p> <p>Challenge 2</p>
<p>Parenting classes to engage PP parents</p> <p>Support for PP parents through pastoral team</p>	<p>Engaging parents will help to develop a positive learning attitude for the children in school</p>	Challenge 3

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access to extra-curricular activities and cultural experiences such as outdoor learning and Forest School, Book Club, Circle Time, Go Beyond</p>	<p>Overall, the average impact of extra-curricular participation on other areas of academic learning appears to be positive.</p>	Challenge 5

Provide opportunities for pupils to be leaders (school council, peer buddies, sports leaders, Reception Buddies, clubs, activities for younger pupils)	Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported	Challenge 5
Share knowledge, skills, and strategies to support pupils to achieve the outcomes set out in their behaviour plans/wellbeing plans.	Behaviour plans and well being plans help to support children and adopt a consistent approach	Challenge 4 Challenge 5
Tailor communication to encourage positive dialogue about learning with hard to reach families.	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.	Challenge 4
Provide activities to support pupils to develop self-esteem, motivation for learning through outdoor learning (Go Beyond, Lego therapy, after school wellbeing groups).	Self-esteem and motivation is increased through specific activities	Challenge 3 Challenge 5
Encourage parental involvement through Vocabulary focused homework e.g. talking topics	Parents' aspirations also appear to be important for pupil outcomes,	Challenge 3
Provide opportunities for pupils to practise, reflect on their strengths and identify areas for improvement through the Ashbourne Primary Award.  Create a programme of visitors to school to broaden experiences of jobs/careers/uni week  Provide a range of opportunities for pupils to encounter new experiences	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.	Challenge 5

and settings (RE visits, school trips).		
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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 2024																
<p>Writing</p> <p>1) To improve attainment in writing for disadvantaged children so that it is in line with maths and reading</p>	<p>Disadvantaged children’s writing in some year groups is inline or above Maths and reading. It is not inline with national.</p> <p>Year 1 - disadvantaged writing 75 % (maths 50%, reading 25%)            Year 2 - disadvantaged writing 50 % (maths 50%, reading 50%)            Year 3 - disadvantaged writing 58 % (maths 42%, reading 42%)            Year 4 - disadvantaged writing 30% (maths 40%, reading 60%)            Year 5 - disadvantaged writing 50%/43% (maths 100%/28%, reading 66/71%)            Year 6 - disadvantaged writing 43% (maths 71%, reading 50%)</p>																
<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>	<p><b><u>End of KS1</u></b></p> <table> <tr> <td>Writing - 65%</td> <td>Reading 72%</td> </tr> <tr> <td>PP Writing - 50%</td> <td>PP Reading 50%</td> </tr> </table> <table> <tr> <td>Maths 72 %</td> <td>GAPS 76%</td> </tr> <tr> <td>PP Maths 50 %</td> <td>PP GAPS 50%</td> </tr> </table> <p><b><u>End of KS2</u></b></p> <table> <tr> <td>Writing - 65 %</td> <td>Reading 71 %</td> </tr> <tr> <td>PP Writing - 43 %</td> <td>PP Reading 50%</td> </tr> </table> <table> <tr> <td>Maths 68 %</td> <td>GAPS 71 %</td> </tr> <tr> <td>PP Maths 71 %</td> <td>PP GAPS 50 %</td> </tr> </table>	Writing - 65%	Reading 72%	PP Writing - 50%	PP Reading 50%	Maths 72 %	GAPS 76%	PP Maths 50 %	PP GAPS 50%	Writing - 65 %	Reading 71 %	PP Writing - 43 %	PP Reading 50%	Maths 68 %	GAPS 71 %	PP Maths 71 %	PP GAPS 50 %
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<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"> <li>-The majority of PP children took part in an after school club or lunch time club this year</li> <li>- PP children prioritised for careers week</li> <li>- PP children enjoyed taking part in the school performance</li> <li>- PP children visited JCB</li> </ul>																
<p>Aspirations</p> <p>4) Engage all PP children in the Ashbourne Primary Aspirations Award</p>	<p>- A bigger uptake for Aspirations award (112 altogether – high proportion of PP children)</p>																

## Externally provided programmes

Programme	Provider

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
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.
<b>The impact of that spending on service pupil premium eligible pupils</b>
Accelerated progress across the curriculum. Mastery of core objectives. Reading ages/phonics scored increased significantly.

## Further information (optional)