

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	Low Ash Primary School
Number of pupils in school	478
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Fiona Meer & Beth Medhurst
Pupil premium lead	Fiona Meer
Governor / Trustee lead	Sarah Allport

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,668
Recovery premium funding allocation this academic year	£10,875
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	£119,543

Part A: Pupil premium strategy plan

Statement of intent

Approximately 20% of the school's population are eligible for Pupil Premium Funding. Of these, many are vulnerable children who have a variety of barriers to learning. This means that they often need additional support to 'catch up' with those children who are not 'Disadvantaged' and reach their potential. Poor social or economic family circumstances affect many of the children, which may mean important support structures regarding their development have not been in place in the past. Additionally, around 12% of the children eligible for PPF at Low Ash have special educational needs, with approximately 2% having an Education, Health and Care Plan statement.

At Low Ash, we feel the most effective way to support disadvantaged children is a combination of the following:

Diagnosis of pupils' individual challenges and needs:

- Responding to data evidence to meet individual needs – providing the best strategies and training to help each child improve by identifying clear next steps in their learning*

High quality teaching and high attainment for all (including non-disadvantaged):

- **Quality first teaching** – setting high aspirations, holding staff to account, investment in teacher development, smaller group size where possible*
- **Targeted academic support** – use of small tutor groups through the use of the school-led tutoring premium*
- **Wider strategies** - ensuring good attendance with dedicated personnel, who focus on the most vulnerable and support families in whatever way necessary*

Careful and effective implementation of the Pupil Premium Strategy:

- aligned with other school development plans and existing practices to ensure a sustained impact*
- School leaders will scrutinise the evidence that has informed their strategy with a focus on effective implementation*

Clear and responsive leadership in the monitoring and evaluation of the Pupil Premium Strategy and appropriate response as barriers emerge:

- To measure the impact of the funding and support, key performance indicators/data regarding progress through the year is analysed and evaluated. This happens in December, March and July. The final review of the PPG strategy takes place at the end of each academic year – July 2022 for this current academic year*

Challenges

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

Challenge number	Detail of challenge
1	Communication and Language skills
2	Attainment on entry to the EYFS
3	Emotional wellbeing
4	Attendance and punctuality
5	Lack of parental engagement in 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
Communication and Language gap will have narrowed	<ul style="list-style-type: none"> • Age-related expectations for Communication and Language in Early Years will have been met • Dialogic teaching will be embedded in all classrooms • Pupils will be able to talk confidently using the agreed talk stems – outcomes in oracy improve • Pupils' improved oracy will have an impact on writing standards across school • Pupils will communicate articulately across the curriculum
Improved progress and attainment in reading and phonics	<ul style="list-style-type: none"> • % of learners achieving ARE and GD in reading are in line with National 2019 results • % learners achieved the expected standard in the phonics screening check are in line with National 2019 results • Pupils will make accelerated progress in phonics and reading (KS1 – 2 progress scores in reading are above average) • Pupils' comprehension improves as a result of the focus on different text types • Progress in individual strands clearly evident in reading journals from Years 1 – 6 • Scrutiny of reading journals show increased focus on development of vocabulary
Improved progress and attainment in maths	<ul style="list-style-type: none"> • % of learners achieving ARE and GD in maths are in line with National 2019 results • KS1 – 2 progress scores in maths are above average

Improved progress and attainment in writing	<ul style="list-style-type: none"> • % of learners achieving ARE and GD in writing are in line with National 2019 results • (KS1 – 2 progress scores in writing are above average)
Emotional Wellbeing improves	<ul style="list-style-type: none"> • Attendance will improve • Use of THRIVE will show decrease in social and emotional needs • Pupils' social and emotional needs are better understood and adapted provision ensures progress • Targeted Learning Mentor 1:1 sessions will demonstrate that SEMH needs have been met • Pupil well-being improves as a result of actions taken by the Well-Being group • Children are able to debate and discuss in a positive and healthy manner • Increased numbers of Pupil Premium pupils are taking part in extra-curricular activities
Attendance improves	<ul style="list-style-type: none"> • By July 2022, the attendance of disadvantaged learners will have improved so that the gap with other pupils is further diminished (and maintains levels higher than the national figures)

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

Budgeted cost: £110, 809

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding for additional teacher 3 mornings each week in Year 6 to reduce class sizes.</p>	<p>The 'headline' attainment measure at KS2 (percentage of children achieving at least the expected standard in Reading, Writing & Maths) could indicate that COVID-related disruption has had a considerable impact on outcomes, especially in 2021. Only 63% of pupils achieved the combined standard in July 2021 (59% disadvantaged learners), compared to 78% of the school's KS2 cohort in 2019. Until 2019, the 3 year average was at 75.7% so the figure of 63% shows a large decrease.</p> <p>Attainment in writing and maths fell significantly in 2021. In 2021, 68% pupils achieved the expected standard in writing as opposed to 83% in 2019 and 75% achieved the expected standard in maths as opposed to 86% in 2019.</p> <p>Only 53% of pupils in the 2020-2021 Year 5 cohort (current Year 6) achieved the expected standard in reading, writing and maths (as opposed to 64% in 2019 prior to COVID disruption).</p>	<p>5</p>
<p>Funding for additional HLTA in Year 5 for 3 mornings each week to reduce class sizes</p>	<p>COVID related disruption arguably had the greatest effect on the 2020-2021 Year 4 cohort (current Year 5) with only 39% pupils achieving the expected standard in reading, writing and maths combined. In 2019, 69% pupils achieved the expected standard in reading, writing and maths, so this shows a 30% drop.</p>	<p>5</p>
<p>Funding for additional Early Years Practitioner in Early Years to develop Communication & Language, Phonics & Early Reading</p>	<p>In July 2021, whereas 89% of the reception cohort achieved ELG in Communication, Language and Literacy, only 63% disadvantaged pupils attained ELG in comparison to 93% others – a gap of 30%.</p> <p>On entry to N (September 2021) only 17% of pupils were on track for GLD and on entry to entry to Reception only 10.6% pupils. Only 33% pupils were on track for ELG in word reading. In 2019, this figure was 63%. Only 33% of the disadvantaged children were</p>	<p>1,2,5</p>

	<p>on track for the Early Learning Goal in Listening, Attention & Understanding.</p> <p>This indicates that COVID related disruption has had a considerable impact.</p> <p>Due to and poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. In KS1 and KS2, these children are unlikely to use talk to connect ideas and explain what is happening coherently.</p>	
<p>Funding for additional teachers to:</p> <ul style="list-style-type: none"> continue to release English, Maths, Early Years, and Assessment Leaders for specific tasks linked to improving teaching and learning release Assistant Head/ Key Stage Leaders to develop teachers and support those needing to improve their practice 	<p>English and maths subject leaders and Key Stage leaders are released weekly so that they can lead their subjects /key stages effectively and support other staff who have been identified as needing support. All other teaching staff are released at least once a half term in order that they can lead their subjects effectively. This high quality peer support is essential to follow EEF principles</p>	1,2,3,4,5
<p>Funding for admin support by Assessment Leader/Inclusion Leader regarding tracking/support for PPF children - holding teachers to account more/part of Performance Management targets</p>	<p>With the decrease in attainment across school, it is vital that we track and target pupils effectively so we can implement the appropriate support and intervention.</p> <p>COVID related issues has seen a large increase in the number of pupils needed pastoral support.</p> <p>Governors appreciate the level of detail that goes into these reports and the meetings that follow including the Full Governing Body</p>	3, 5
<p>Continued funding of professional development training for staff to improve teaching and learning for children eligible for PPF</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.</p>	1,2,3,4,5

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

Budgeted cost: £17,814

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for Teaching Assistant to deliver early morning intervention programmes as part of Breakfast Club support	<p>In every year group, attainment in July 2021 showed the impact of COVID related disruption.</p> <p>Combined R,W,M July 2021 Vs July 2019:</p> <p>Year 1 – 56% (2021) 70% (2019) Year 2 – 47% (2021) 66% (2019) Year 3 – 47% (2021) 67 % (2019) Year 4 – 39% (2021) 69% (2019) Year 5 – 53% (2021) 64% (2019) Year 6 – 63% (2021) 75% (2019)</p>	1, 5
Funding for after school Homework Clubs for children eligible for PPF	Due to a lack of parental engagement in home learning, additional adult support at homework club ensures vulnerable learners and discuss their learning and gaps in knowledge they may have.	1,5
Extra phonic sessions for those who missed learning in phonics	Although no official screening check took place in July 2021, based on teacher assessment, only 61% pupils met the expected standard in phonics and only 29% of disadvantaged learners. This is in comparison to 85% learners in 2019 (73% of disadvantaged learners) and 86% learners who were 'on track' for the expected standard in 2020 until the first school closures (73% of disadvantaged pupils).	1,2,5
Extra 1:1 Reading with targeted children	<p>In all year groups (with the exception of Year 6), attainment in reading in July 2021 showed the impact of COVID related disruption.</p> <p>Year 1 – 65% (2021) 78% (2019) Year 2 – 64% (2021) 74% (2019) Year 3 – 69% (2021) 77% (2019) Year 4 – 55% (2021) 78% (2019) Year 5 – 69% (2021) 78% (2019) Year 6 - 78% (2021) 78% (2019)</p> <p>Due to and poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary to enable them to access more challenging texts.</p>	1,5

<p>Funding for the purchase of the Shine 'Catch-up' materials for Reading and Maths for Y1-Y6</p>	<p>In every year group, attainment in July 2021 showed the impact of COVID related disruption.</p> <p>Combined R,W,M July 2021 Vs July 2019: Year 1 – 56% (2021) 70% (2019) Year 2 – 47% (2021) 66% (2019) Year 3 – 47% (2021) 67 % (2019) Year 4 – 39% (2021) 69% (2019) Year 5 – 53% (2021) 64% (2019) Year 6 – 63% (2021) 75% (2019)</p>	<p>5</p>
<p>Experienced KS2 teacher provided for school-led tutoring support for targeted Pupil Premium children in Years 5 and 6</p>	<p>The 'headline' attainment measure at KS2 (percentage of children achieving at least the expected standard in Reading, Writing & Maths) could indicate that COVID-related disruption has had a considerable impact on outcomes, especially in 2021. Only 63% of pupils achieved the combined standard in July 2021, compared to 78% of the school's KS2 cohort in 2019. 59% disadvantaged learners achieved the standard in comparison to 65% others.</p> <p>COVID related disruption arguably had the greatest effect on the 2020-2021 Year 4 cohort (current Year 5) with only 39% pupils achieving the expected standard in reading, writing and maths combined in comparison to 69% in 2019 (a drop of 30%).</p>	<p>1, 5</p>

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

Budgeted cost: £32,919

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding for after school clubs for children eligible for PPF</p>	<p>It is essential for pupils' well-being that they get the opportunity to experience a range of activities outside the classroom.</p> <p>We encourage pupils to take part in extra activity to stop the obesity crisis.</p>	<p>1,2,3,4,5</p>
<p>Funding for additional hours for Learning Mentor with focus on vulnerable groups/disadvantaged attendance</p>	<p>With COVID home issues being prevalent and still continuing, the last year has seen the need to extend our pastoral team to deal with a significant increase in persistent absence in the last 2 years.</p> <p>Attendance therefore needs to remain a focus. The school attendance figure cumulatively is 95.6%, which is lower than it ever has been, with the attendance of Pupil Premium children currently at 94.19%.</p>	<p>3, 4</p>

<p>Funding for the use of THRIVE to focus on social and emotional needs of specific children</p>	<p>COVID related issues has seen a large increase in the number of pupils needed pastoral support. The use of THRIVE enables teachers to better able support the needs of vulnerable learners.</p> <p>Thrive narrows the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance. Data from July 2021 Thrive screenings showed that, using this approach, all pupils showed increased scores. This, in turn, will impact positively on pupil progress and attainment.</p>	<p>3</p>
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Total budgeted cost: £119,543

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.

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. Given this, the results below are based on internal assessment in line with national requirements this academic year, and submitted to the Local Authority.

Reception

Group 2020/2021	Baseline Oct 2020 % on track for ELG				July 2021 % at ELG			
	LA	U	Sp	Comm & Lan	LA	U	Sp	Comm & Lan
All Reception (59)	84	82	69	67	90	89	89	89
Pupil Premium (8)	50	50	38	38	75	63	63	63
Others (51)	88	86	75	73	92	92	92	92

Year 1- Year 6

Year Group July 2021	Number	Combined Read, Writ, Maths %
Year 1	80	56
Pupil Premium	13	31
Others	67	61

Year 2	59	47
Pupil Premium	11	27
Others	48	52
Year 3	59	47
Pupil Premium	16	25
Others	43	56
Year 4	59	39
Pupil Premium	13	0
Others	46	50
Year 5	59	53
Pupil Premium	12	50
Others	47	53
Year 6	60	63
Pupil Premium	17	59
Others	43	65

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
Times Tables Rockstars	TT Rockstars