

Pupil Premium Strategy Statement

– Low Ash 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	478
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Fiona Meer & Beth Medhurst, Co-Headteachers
Pupil premium lead	Fiona Meer
Governor / Trustee lead	Sarah Allport

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,789
Recovery premium funding allocation this academic year	£11,455
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£132,244

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 or targeted intervention
- **Wider strategies** - ensuring good attendance with dedicated personnel, who focus on the most vulnerable and support families in whatever way necessary, a renewed behaviour reward strategy and social/ emotional support where 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 at three points in the year, the time dependent on the year group.*
- *The final review of the PPG strategy takes place at the end of each academic year – December 2023 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 EYFS
3	Lack of parental support, particularly in reading
4	Attendance and Punctuality
5	Emotional Wellbeing

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
<i>Communication and Language gap will have narrowed</i>	<ul style="list-style-type: none"> • Age-related expectations for Communication and Language in EYFS will have been met • The NELI speech and language programme recommended by the EEF will be fully implemented • Pupils will be able to talk confidently using their dialogic skills • Pupils' improved oracy will have an impact on writing standards across school • Pupils will communicate articulately across the curriculum
<i>Attainment on entry to EYFS: increased focus on reading and phonics</i>	<ul style="list-style-type: none"> • New phonics scheme will be fully implemented • % 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 • 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
<i>Attainment on entry to EYFS: increased focus on maths</i>	<ul style="list-style-type: none"> • % of learners achieving ARE and GD in maths are in line with National 2019 results
<i>Attainment on entry to EYFS: increased focus on writing</i>	<ul style="list-style-type: none"> • % of learners achieving ARE and GD in writing are in line with National 2019 results

<i>Attendance improves</i>	<ul style="list-style-type: none"> • By July 2023, 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) • % of disadvantaged PA pupils will have reduced
<i>Emotional Wellbeing improves</i>	<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 • Increased numbers of Pupil Premium pupils are taking part in extra-curricular activities

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: £81, 511

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for additional HLTA in Year 6 for 5 mornings each week to reduce class sizes	<p>COVID related disruption arguably had the greatest effect on the 2020-2021 Year 4 cohort (current Year 6) with only 39% pupils achieving the expected standard in reading, writing and maths combined.</p> <p>In 2021-2022, 64% pupils achieved the expected standard in reading, writing and maths, so there is still catch-up required</p>	3
Funding for additional Apprentice in Early Years to develop Communication & Language, Phonics & Early Reading	<p>On entry to Reception (September 2021), only 33% of disadvantaged pupils were on track for ELG in Listening, Attention & Understanding. In July 2022, whereas 85% of the Reception cohort achieved ELG in Communication and Language (Listening, Attention & Understanding and Speaking), only 67% of disadvantaged pupils attained ELG in comparison to 87% of Others - a gap of 20%.</p> <p>On entry to Nursery (September 2021), only 17% of pupils were on track for GLD with 36% on track for ELG in Word Reading. On entry to Reception (September 2021), only</p>	2

	<p>10% of pupils were on track for GLD with 33% on track for ELG in Word Reading.</p> <p>In July 2022, whereas 61% of the Reception cohort achieved ELG in Literacy (Comprehension, Word Reading & Writing), only 17% of disadvantaged pupils attained ELG in comparison to 66% of Others - a gap of 49%.</p> <p>This indicates that COVID related disruption has had a considerable impact. 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 to release class-based leaders for specific improvement of teaching and learning release</p>	<p>English and maths subject leaders are released weekly so that they can lead their subjects effectively and support other staff who have been identified as needing support.</p> <p>Assistant Head/ Key Stage Leaders released weekly to develop teachers and support those needing to improve their practice</p> <p>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> <p>For this year only, the phonics leader is not class-based so that the new phonics scheme can be implemented effectively and others supported as necessary.</p>	1,2
<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 target</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 have 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>	2,5
<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>	2,5

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
<i>Academic mentor (KS1 focus)</i>	<p>EYFS data for July 2022 shows that only 17% disadvantaged pupils achieved GLD (59% of all pupils This is significantly lower than the National average.</p> <p>Similarly, only 55% disadvantaged pupils achieved the expected standard in the phonics screening check at the end of Year 1 2022.</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' children have. In KS1 (and KS2), these children are unlikely to use talk to connect ideas and explain what is happening coherently. There is significant catch up to do.</p>	3
<p><i>NELI intervention</i></p> <p>2 x members of staff for 4 hours per week</p>	<p>On entry to Reception 2022, only xx% of pupils were on track for ELG in Communication and Language and only XX% of disadvantaged children.</p> <p>Due to and poor socio-economic and disadvantaged upbringing, exacerbated by a lack of opportunities for children to socialise during the COVID pandemic at a crucial time in their development 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>	1,2
<p><i>CPD from Early Years consultant and speech and language specialists with a focus on Communication and Language</i></p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.</p> <p>On entry to Reception 2022, only xx% of pupils were on track for ELG in Communication and Language and only XX% of disadvantaged children.</p> <p>Due to and poor socio-economic and disadvantaged upbringing, exacerbated by a lack of opportunities for children to socialise during the COVID pandemic at a crucial time in their development 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>	1,2

PiXL	<p>COVID related disruption arguably had the greatest effect on the 2020-2021 Year 4 cohort (current Year 6) with only 39% pupils achieving the expected standard in reading, writing and maths combined.</p> <p>In 2021-2022, only 64% pupils achieved the expected standard in reading, writing and maths, so there is still significant catch-up required</p>	3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £32,919

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for after school clubs for children eligible for PPF	<p>It is essential for pupils' well-being that they get the opportunity to experience a range of activities outside the classroom. We encourage pupils to take part in extra activity to stop the obesity crisis.</p>	5
Funding for additional hours for administration with focus on attendance, particularly of vulnerable groups/ disadvantaged	<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 xx%, which is lower than it ever has been, with the attendance of Pupil Premium children currently at xx%.</p>	4
Funding for the use of THRIVE to focus on social and emotional needs of specific children	<p>Due to largely COVID-related issues, there has been a large increase in the number of pupils needing pastoral support.</p> <p>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.</p> <p>Data from July 2022 Thrive screenings showed that, using this approach, all pupils showed increased scores. This, in turn, will impact positively on pupil progress and attainment.</p>	4,5

Total budgeted cost: £132,244

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Reception 2021-2022

July 2022	% on track for GLD	%Nat 2022
All YR (59)	35/59=59%	65
RH (30)	15/30=50%	
RN (29)	20/29=69%	
Boys (32)	19/32=59%	59
Girls (27)	16/27=59%	72
Dis (6)	1/6=17%	49
Others (53)	34/53=64%	69

Phonics 2021-2022

Year 1 Phonics (and Y2 in Dec 2020, Dec 2021)							
Group 2021/22	Y1 % School 2018	Y1 % Nat '19	Y1 School 2019	Y2 December 2020	Y2 December 2021	School June 2022	Nat 2022
All (60)	81	82	85	84	73	77	75
Boys (41)	78	78	80	79	71	83	72
Girls (19)	84	85	90	89	75	63	79
Disadv (11)	43	84 (Dis 71)	73	64	43	55	80 (Dis 62)
Others (49)	86	84	88	89	79	82	80
SEN Support (2)	50	48	50	0	33	0	44

Year 2 Phonics					
Group 2021/2022	% School 2018	% Nat 2018	School 2019	School 2022	Nat 2022
All (86)	100	92	95	90	87 (2019-91%)
Boys (52)	100	90	94	88	85
Girls (34)	100	94	97	91	89
Disadv (14)	100	94 (Dis 85)	67	64	90 (Dis 78)
Others (72)	100	94	100	94	90
SEN Support (8)	100	70	75	50	61

Year Group (Number in brackets)	% Combined Reading, Writing & Maths July 2022
Year 1	
Pupil Premium (11)	45
Others (49)	69
Year 2	
Pupil Premium (15)	33
Others (71)	56
Year 3	
Pupil Premium (12)	50
Others (47)	70
Year 4	
Pupil Premium (17)	41
Others (43)	74
Year 5	
Pupil Premium (14)	0
Others (45)	64
Year 6	
Pupil Premium (12)	67
Others (47)	81

Year 6 2021-2022

Combined R,W &M 2021/2022	SATs 2019		SATs 2022		SATs 2019		SATs 2022	
	Expected Standard %		Expected Standard %		Higher Standard %		Higher Standard %	
Group	School	Nat '19	School	Nat '22	School	Nat '19	School	Nat '22
All (59)	78	65	78	59	14	11	7	7
Boys (36)	80	60	81	54	9	9	6	6
Girls (23)	75	70	74	63	21	13	9	9
Disadv (12)	57	71 (Dis 51)	67	65 (Dis 43)	5	13 (Dis 5)	0	9 (Dis 3)
Others (47)	89	71	81	65	18	13	9	9

Academic Mentor and School-led Tutor support

Current Year 6	
School-led tutor	
Reading focus in the autumn term and a Maths focus in the spring and summer terms	
Reading	
Y5 July 2021 10/23=43% on track for ARE 0/23=0% on track for the Higher Standard	Y6 SATs 2022 21/23=91% met ARE 6/23=26% met Higher Standard
Maths	
Y5 July 2021 16/28=57% on track of ARE 0/28=0% on track for the Higher Standard	Y6 SATs 2022 26/28=93% met ARE 1/28=4% met Higher Standard
Academic Mentor	
Current Y1	
Y1 Phonics Dec 2021 20/60=33% met the threshold	Y1 Phonics June 2022 46/60=77% met the threshold
Current Y2	
Y2 Phonics Dec 2021 61/86=71% met the threshold	Y2 Phonics June 2022 77/86=90% met the threshold

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Times Tables Rockstars	TT Rockstars