

Pupil Premium Strategy Statement

– Low Ash Primary School – reviewed and updated October 8th 2024

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	472
Proportion (%) of pupil premium eligible pupils	86 pupils – 18%
Academic year/years that our current pupil premium strategy plan covers (3 year plan)	September 2023 to July 2026(3 year plans are recommended)
Date this statement was published	December 2023
Date on which it will be reviewed	Updated October 2024 Will be reviewed October 2025
Statement authorised by	Beth Medhurst - Headteacher
Pupil premium lead	Beth Medhurst
Governor / Trustee lead	Helen Derham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,080 (updated October 2024)
Recovery premium funding allocation this academic year	0
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>	£134,080 (updated October 2024)

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.

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 –October 2025 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: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2.
2	Attainment on entry to EYFS: baseline assessments on entry to EYFS indicate that disadvantaged pupils are performing at a level below their peers
3	Gaps in reading, writing, maths and phonics: Attainment and progress data suggests that disadvantaged pupils, on average, underperform compared to other pupils.
4	Lack of parental support: Pupil with disadvantaged families have additional barriers which can limit their engagement with the school community.
5	Attendance and Punctuality: Disadvantaged pupils have historically lower attendance than other pupils.
6	Social, Emotional and Mental Health: Our observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
7	Access to wider opportunities: Due to children's and families' disadvantage, there is less access and engagement in enrichment, social and other wider opportunities available.

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 continue leading to pupils 'catching up' with their peers • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Pupils will be able to talk confidently across the curriculum. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment. • Pupils' improved oracy will have an impact on writing standards across school
<i>Attainment on entry to EYFS: increased focus on reading and phonics leads to higher attainment</i>	<ul style="list-style-type: none"> • % learners achieving ELG in word reading and comprehension at the end of EYFS is in line with national figures • % learners achieved the expected standard in the phonics screening check continue to be above the National results • Pupils will make accelerated progress in phonics and reading • Pupils' comprehension improves as a result of the focus on different text types/ focussed discussion on texts in reading lessons and targeted intervention

	<ul style="list-style-type: none"> • Vocabulary progression in all subjects is planned for and, pupil interviews, show an understanding of this subject specific vocabulary • Increased discussion in reading lessons (as advised by the English reading framework) leads to improvement of pupil vocabulary
<i>Attainment on entry to EYFS: increased focus on maths</i>	<ul style="list-style-type: none"> • % of pupils achieving ELG in number and numerical patterns is in line with national figures
<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 results
<i>Reading, Writing, Maths and Phonics data improves among disadvantaged pupils and is in line with all other children</i>	<ul style="list-style-type: none"> • KS1 and KS2 reading, writing, maths and phonics outcomes in 2024/25 show that disadvantaged pupils perform in line with national 'others'.
<i>Attendance improves</i>	<ul style="list-style-type: none"> • By July 2025, 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) •
<i>Emotional Wellbeing improves</i>	<ul style="list-style-type: none"> • Increased levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys, and teacher observations and improved attendance figures • Strategies from the SEMH link tutor implemented leading to high levels of well being • Implementation of 'My Happy Mind' mental health curriculum and zones of regulation leads to pupils' better understanding of their own emotions and having strategies to deal with them • 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 • % of Pupil Premium pupils taking part in extra-curricular activities matches that of others

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: £19,110.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued funding of Read Write Inc. curriculum, reading resources, and training/ development days</p>	<p>“Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.”</p> <p>“Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.”</p> <p>“Synthetic phonics approaches have higher impacts, on average, than analytic phonics approaches.”</p> <p><i>Education Endowment Foundation</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2, 3</p>
<p>Funding to release class-based leaders for specific improvement of teaching and learning</p>	<p>“No matter the phase or school setting, it is the quality of teaching that can make the biggest difference to children’s learning and to their ultimate success in school. As Rauch and Coe explain, it is ‘arguably the single most important thing that teachers and school leaders can focus on to make a difference in children’s learning’”</p> <p><i>Education Endowment Foundation</i></p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1701750510</p>	<p>1,2</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, the phonics leader shares a class so that the phonics scheme introduced last year can be embedded effectively and others supported as necessary.</p>	
<p>Continued funding of professional development training for staff to improve teaching and learning for children eligible for PPF</p>	<p>“No matter the phase or school setting, it is the quality of teaching that can make the biggest difference to children’s learning and to their ultimate success in school. As Rauch and Coe explain, it is ‘arguably the single most important thing that teachers and school leaders can focus on to make a difference in children’s learning’”</p> <p><i>Education Endowment Foundation</i></p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1701750510</p>	<p>1,2,3</p>
<p>School wide ‘book hub’ resources purchased based on the interests of the children and curriculum topics</p>	<p>It is also important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading.”</p> <p>“Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics.”</p> <p>EEF - IMPROVING LITERACY IN KEY STAGE 1 Recommendations – October 2021</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>2,3</p>

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

Budgeted cost: £33,016.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Read Write Inc. Interventions and 1 to 1 reading provided by school staff members</p> <p>1 x TA 4 afternoons per week plus 1 teacher 2 mornings per week</p>	<p>“Small group tuition has an average impact of four months’ additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school’s pupil premium strategy.”</p> <p><i>Education Endowment Foundation</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>“Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.”</p> <p><i>Education Endowment Foundation</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2, 3</p>
<p><i>Specialist S&L Teaching assistant</i></p> <p>1 x member of staff for 3 mornings a week</p>	<p>“On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress. It is important that spoken language activities are matched to learners’ current stage of development, so that it extends their learning and connects with the curriculum.”</p> <p>“Oral language interventions supported or led by trained teaching assistants have broadly similar impact (+6 months) as those by teachers.”</p> <p>“There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.”</p> <p>“Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.”</p> <p><i>Education Endowment Foundation</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1,2</p>

	<p>On entry to Reception 2023, only 39% of pupils were on track for ELG in Communication and Language and only 25% of disadvantaged children. (To update with 2024 figures)</p>	
<p>WellComm language intervention programme in place for children who have language delay, are new to English or have English as an additional language – provided by members of Low Ash staff</p>	<p>“On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress. It is important that spoken language activities are matched to learners’ current stage of development, so that it extends their learning and connects with the curriculum.”</p> <p>“Oral language interventions supported or led by trained teaching assistants have broadly similar impact (+6 months) as those by teachers.”</p> <p>“There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.”</p> <p>“Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.”</p> <p><i>Education Endowment Foundation</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1,2
<p>Specialist TA to provide small group tuition targeting children identified through diagnostic assessments (PiXL)</p>	<p>“Small group tuition has an average impact of four months’ additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school’s pupil premium strategy.”</p> <p><i>Education Endowment Foundation</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3

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

Budgeted cost: £81,953.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding for after school clubs for children eligible for PPF and subsidised school residential</p> <p>Residential subsidies</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>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides."</p> <p>"There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention."</p> <p><i>Education Endowment Foundation</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	6, 7
<p>Funding for 'My Happy Mind' mental health curriculum and zones of regulation training and resources</p>	<p>"Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils."</p> <p><i>Education Endowment Foundation</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>"Universal approaches [to behaviour] have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required."</p> <p><i>Education Endowment Foundation</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	6
<p>Funding for pastoral and family support officer and pastoral and family support worker. (Main foci of</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	4,6,7

<p>roles is on parental engagement, attendance particularly of vulnerable groups/ disadvantaged and pupil mental well being)</p>	<p><i>Education Endowment Foundation</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
<p>Breakfast Club and breakfast provided to support families</p>	<p>'Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year.'</p> <p><i>Education Endowment Foundation</i></p> <p>https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</p>	<p>5,6</p>

Total budgeted cost: £134,080

Part B: Review of the previous academic year

Key areas of impact

- PP attendance figures for end of 2023 -2024 is 94% (all 94.7%)
- End of KS2 results at ARE continue to improve and remain above national at R: 88% (45% GD) W: 83% (15% GD) M: 93% (12% GD)
- Combined end of Year 6 results at ARE continue to improve at 82%

Reception 2023-2024

July 2024	School June 2024 % GLD	%Nat 2023
All YR	64	67
Boys	52	61
Girls	71	74
Pupil Premium	56	52
Others	64	72

Phonics 2023-2024

Group 2023/2024 Year 1	School June 2023	School June 2024	Nat 2023
All (60)	87	77	79
Boys (32)	84	75	76
Girls (28)	89	79	82
Pupil Premium (7)	75	43	67
Others (53)	88	81	83

NB: Contextual factors affected the Y1 phonics screening score for 2023-2024

Group 2023/2024 Year 2	School June 2023	School June 2024	Nat 2024
All (60)	93	97	89
Boys (32)	93	94	85
Girls (28)	94	100	89
Pupil Premium (9)	77	100	78
Others (51)	98	96	90

Year 6 2023-2024

Combined R,W & M 2023/2024	SATs 2024 Expected Standard %		SATs 2024 Higher Standard %	
	School	Nat '23	School	Nat '23
All (60)	82	59 ('24 was 61)	5	8
Boys (29)	83	56	3	7
Girls (31)	81	63	6	9
Pupil Premium (16)	69	44	0	3
Others (44)	86	66	7	10

After-school clubs

Attending any after-school club		Attending a physically active after-school club
Y1-Y6	%2023/2024	%2023/2024
All (382)	66	60
Boys (215)	66	61
Girls (167)	66	59
Pupil Premium (70)	74	66
Others (312)	64	59
SEN (33)	58	52

Sporting competition

140/264=53% of KS2 have represented school

Boys 47%, Girls 61%, Pupil Premium 57%, Others 52%, SEN 60%

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
WellComm	GL assessments
Boxhall Profile	Nurture UK

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising our Inclusion leader, who is currently training as the school's mental health first lead, to train members of our staff team in mental health first aid. Alongside the programmes purchased through pupil premium funding, this will help us to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- training for a member of staff to become a Positive Regard Instructor to lead on relational approaches within school
- Boxall Profile service available for all teachers to 'profile' children and identify key areas and interventions to support SEMH and behaviour
- offering a wide range of enrichment activities (in addition to extra-curricular clubs) to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills including confidence, resilience, and socialising. All pupils will participate.

Planning, implementation, and evaluation

In planning our pupil premium strategy, we evaluated the impact of previous pupil premium strategies and the effectiveness of these so that we could tailor the funding towards the children and families in the most suitable way.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, feedback surveys, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) and toolkit to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We will evaluate the effectiveness of our three year approach every year and modify the plan where