

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	Ashchurch Primary
Number of pupils in school	136
Proportion (%) of pupil premium eligible pupils	19.85%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	31.12.2021
Date on which it will be reviewed	19.9.22 Jan 23
Statement authorised by	Richard Gibson
Pupil premium lead	R Gibson & S Rickaby
Governor lead	Angela Goodwin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29240
Recovery premium funding allocation this academic year	£2610
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£15575
Total budget for this academic year	£47425

Part A: Pupil premium strategy plan

Statement of intent

Our Key Principles

At Ashchurch Primary School we support all of our pupils – academically, socially and emotionally – and we have high expectations of our pupils regardless of their backgrounds. Everyone here is committed to meeting the children’s social, emotional and academic needs within a caring, nurturing environment built on respectful, positive relationships.

Ashchurch Primary School has a mixed social demographic and although the school deprivation indicator is below average, the level of vulnerability in the school has risen over recent years and the number of children who are eligible for the PPG is now in line with the national average – the highest it has been for many years.

When making decisions about the use of the Pupil Premium grant, we are mindful of the common barriers to learning that disadvantaged children might face. These may include less support from home, weak language and communication skills, lack of access to enriching activities outside of school, and financial and behaviour challenges. These challenges are varied and nothing about a family or child is assumed before they start school. There is no ‘one size fits all.’ In making provision for disadvantaged pupils, we recognise that not all pupils eligible for the grant are socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Allocation of funding may be used to support any child the school who has legitimately identified as being socially disadvantaged. Our approach is to be responsive to common challenges and individual needs, rooted in robust diagnostic assessment.

At Ashchurch Primary School, we provide a broad and balanced curriculum for all children, regardless of any disadvantage or challenge that they might face. We recognise the value and contribution that every child can make and are committed to offering an inclusive curriculum to ensure the best possible progress for all children, whatever their specific needs, abilities and background. Working with parents and carers, we strive to ensure that all children make good progress across the school, both socially and academically. We believe that with the right support and encouragement, all children can progress and achieve well at our school.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Our ultimate objectives for supporting pupils eligible for the Pupil Premium Grant are:

- To ensure that all children have quality first teaching in every class, with a focus on areas in which disadvantaged pupils require most support.
- Enable all pupils to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- To ensure that all disadvantaged children make good progress through the school, including those with special educational needs, from their typically lower starting points, to close the gap against their non-disadvantaged peers through targeted academic support as required. This includes supporting all disadvantaged children with mid or high prior attainment to meet age-expected or better attainment where possible, putting them on the path to achieve GCSEs in English and Maths at secondary school.
- To support the well-being of all disadvantaged children so that they are emotionally ready to learn in school
- To provide full access to the wider curriculum by ensuring that the expense of trips, residential trips, musical tuition, and other financial costs such as uniform and breakfast or after school clubs, do not exclude disadvantaged children.

Achieving these objectives:

To achieve these objectives, our first priority is to provide high quality teaching, where staff understand their role in helping pupils achieve and take responsibility for disadvantaged pupils' outcomes. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

High- quality teaching is supplemented by targeted academic support, integral to wider school plans for education recovery, to enable vulnerable learners and those pupils whose education has been worst affected (including non-disadvantaged pupils) to 'close the gap' in their achievement as and when required. Intervention may support social or emotional needs, as well as academic ones. The effectiveness of teaching and progress is regularly checked and adjustments in provision made accordingly, so that staff are able to act early to intervene at the point the need is identified where resources allow. Interventions may include small group work for children with similar needs, in-class interventions and 1:1 support or small group tutoring. Children may also benefit from behaviour or nurture support during lunchtimes, promoting positive self-regulation and a calm return to learning in the classroom. Where there are concerns about a child's progress or well-being, staff work closely with a range of professions, including from Early Help, social workers, educational psychologists, the Advisory Teaching Service, the school nurse, speech and language therapists and other professionals to improve outcomes further.

We also ensure that there are no financial barriers to learning, so that all children have full access to the wider curriculum – including trips, residential trips, clubs, Forest School classes, school uniform, breakfast or after school club and music tuition.

The Headteacher and the Governing Body monitor the impact of all spending and interventions, including the use of the Pupil Premium grant and are aware of the recommendations made by the Education Endowment Foundation with regard to best use of the funding.

Challenges

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

Challenge number	Detail of challenge
1	Assessments indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts on their development as readers.
2	Assessments indicate that across the school disadvantaged pupils generally performed below non-disadvantaged pupils in English and Maths.
3	Weak language and communication skills, particularly (but not exclusively) evident in EYFS and Key Stage 1.
4	Observations and discussions with families have indicated social and emotional difficulties, sometimes presenting as challenging behaviour, low-self-esteem or a lack of resilience. The impact of COVID-19 and enforced school closures have compounded issues for some children.
5	Limited experience of enrichment activities outside of school, including access to clubs, visits, musical tuition and other cultural opportunities. This has been compounded by a lack of enrichment opportunities during periods of school closure and COVID-19 restrictions.
6	Observations and discussions with families highlight financial barriers, e.g. for school uniform. There has been an increased need for referrals to the foodbank since the pandemic.

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
Improved reading attainment among disadvantaged pupils.	<p>Phonics Screening Check</p> <p>2021/22 (Y1 & Y2 outcomes) 100% for disadvantaged pupils. 75% (3/4 pupils).</p> <p>2022/23 (Y1) – 67% (2/3 pupils) for disadvantaged pupils.</p>

	<p>KS2 Reading Outcomes</p> <p>Between 2022-2025, at least 13/17 (76%) of disadvantaged pupils meet the expected standard. 21/22 6/8 pupils EXS, 1 EHCP and 1 late arrival</p> <p>For children with SEND, including EHCP, progress is made in Reading as evidenced in SEND plan reviews.</p>
Improved Maths attainment amongst disadvantaged pupils	<p>Between 2022-2025, at least 13/17 (76%) of disadvantaged pupils meet the expected standard. 21/22 6/8 pupils EXS, 1 EHCP and 1 late arrival</p> <p>For children with SEND, including EHCP, progress is made in Maths as evidenced in SEND plan reviews.</p>
Improved social and emotional wellbeing for all pupils in our school, particularly those who are disadvantaged.	<p>Sustained high levels of wellbeing, resilience and self-esteem, demonstrated by:</p> <ul style="list-style-type: none"> • Data from pupil & parent surveys • ELSA records • Reduction in challenging behaviour of individual pupils evident in their SEN plans & CPOMS records • Participation in enrichment activities • Participation in school visits
No disadvantaged pupil feels different to their peers due to lack of uniform, equipment or opportunity.	<p>School uniform, trips and other activities are funded where necessary. Review of ELEs and swimming to reduce cost. Uniform policy implemented.</p>
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, books scrutiny and ongoing formative assessment.</p>

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: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Working with advice from the English hub, purchase a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>SSP to include resources, interventions and training.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,2,3</p>
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1,2,3,4</p>
<p>Improve the quality of social and emotional learning, embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>Alongside academic outcomes, social emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>4</p>

Introduce a new PSHE scheme of work – 3D PSHE		
ELSA Training & Supervision		

Targeted academic support

Budgeted cost: £27500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at pupils who require further phonics support. Interventions supported by recommendations from our local English hub.	Phonics approaches have a strong evidence base, indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2
Provide a blend of tuition, mentoring, tutoring and structured interventions for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive this provision will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3
Provision of an ELSA to facilitate 1:1 and small group sessions targeted at pupils with mental health and well-being difficulties, including self-	As well as the evidence referenced earlier of the positive impact of social and emotional learning, there is also evidence indicating the positive impact of the role of an ELSA in supporting individual pupils. The Emotional Literacy Support Assistant (ELSA) programme is an Educational Psychologist (EP) led intervention, which aims to support children and young people's (CYP) social, emotional and mental health (SEMH). Thematic analysis identifies five key themes: increased	4

<p>esteem, anxiety, anger management and self-regulation. Reflective supervision time with EP service is provided for our school-based ELSA.</p>	<p>understanding of supporting children's needs; child-centred practice; training delivery; whole-school approach and challenges. https://www.elsanetwork.org/elsa-network/other-research/ https://www.elsanetwork.org/elsa-network/evaluation-reports/</p>	
<p>Purchase of provisionmap.co.uk to streamline the oversight of and administration of individual learning plans for children with additional needs.</p>	<p>EEF Report – Special Educational Needs in Mainstream Schools.</p> <p>Recommendation 2: Build an ongoing, holistic understanding of your pupils and their needs.</p> <p>Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	1,2,3

Wider strategies

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contingency fund to provide financial support for some of our most disadvantaged pupils, including enrichment ad trips, uniform, books, musical tuition.</p>	<p>We are mindful of wider pressures on some families and that enrichment opportunities which provide children with cultural capital are not affordable for all. As a school, we are fully committed to supporting our families and to reducing the impact of financial limitations.</p> <p>The Educational Psychologist service to be used as required to make recommendations for individual provision.</p>	5,6
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	All

attendance/support officers to improve attendance.		
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Total budgeted cost: £39500

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

<p>Due to covid-19, there is no external data for the end of Y6 and due to enforced periods of school lockdown, teaching and interventions were disrupted in all areas to varying degrees. The majority of our disadvantaged pupils continued to attend school throughout which supported their learning and mitigated against detrimental impact, although they were not always able to benefit from targeted interventions as intended. Assessments were used effectively to identify gaps in learning and, where possible, interventions were put in place swiftly with some positive impact seen. Some teaching and support staff support staff hours were increased to help maintain small consistent groups of children and minimise mixing. In term, this supported our ability to provide remote learning alongside those children who were in school for face-to-face learning.</p> <p>Our assessments and observation indicated that pupil behaviour, wellbeing and mental health were affected as a result of the pandemic. We increased the amount of ELSA time available, including remotely through periods of lockdown. These measures all supported our most vulnerable pupils. We also worked closely with parents and external professionals, including social workers and mental health professionals, to support the mental health and wellbeing of disadvantaged pupils.</p> <p>We continued to support our disadvantaged children to access wider cultural experiences. All pupils have been able to participate fully in all visits and residential trips. Christmas hampers and gifts were given to our most vulnerable families from local charities and we supported some families to access support from the foodbank. The school also organised food hampers through the catering service.</p>
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Externally provided programmes

Programme	Provider
Times Tables Rockstars	TT Rockstars
Nessy	Nessy Learning
Language Angels (French)	Nubridge Published
Literacy Shed Plus	EdShed
White Rose Maths	White Rose Maths

Service pupil premium funding

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>TA with responsibility for the emotional wellbeing and academic achievement of service children. They help pupils settle into school when they arrive, support challenges faced during periods of deployment and help pupils to create a memory box for if they move schools.</p> <p>We identified gaps in service children's education caused by moving between schools which we addressed with targeted support.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.</p>

Further information

The teaching staff are fully committed to providing support for all children when they need it. We have good links with our community and may request additional support from St Nicholas' Church, local charities (such as Seren's Wish), Tewkesbury Foodbank, local businesses and Gloucestershire County Council who may also support our children in a number of ways in line with the priorities outlined above.

When considering enrichment through sporting activities and other pupil groups, staff will ensure that disadvantaged pupils are given responsibilities and opportunities.