

Pupil premium strategy statement



West Ashton CE Primary School part of Acorn Education Trust

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	West Ashton CE primary School
Number of pupils in school	76
Proportion (%) of pupil premium eligible pupils	7.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 22
Date on which it will be reviewed	December 23
Statement authorised by	Alex Blake-Thwaite (Head) and Sue Fulbrook (Acorn Head of SEND and disadvantaged)
Pupil premium lead	Headteacher
Governor / Trustee lead	Alan Sedgley (chair of Acorn Safeguarding, Standards and Improvement committee)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16214
Recovery premium funding allocation this academic year	£2000
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	£18214

Part A: Pupil premium strategy plan

Statement of intent – Acorn Education Trust

Closing the progress and attainment gap between disadvantaged children and young people and their peer group is a challenge at the forefront of society today. We know that attainment in school is a key indicator of positive outcomes in the longer-term and as such this issue merits priority status in all our schools in Acorn Education Trust.

The Pupil Premium and Recovery funding in Acorn schools will be deployed strategically with a focus on ensuring positive impact for our learners underpinned by clear and effective processes. Our vision and mission over the next ten years is:

Vision – To inspire disadvantaged learners and learners with SEND to reach for the stars and be confident and prepared for their future, knowing that no door is closed to their achievement.

Mission – to ensure excellent provision for children and young people who are disadvantaged or have SEND which has the capacity to meet individual needs and lead to outcomes where learners can be included in their community and thrive in their education and also emotionally, socially and economically.

In Acorn schools, we have acted on available research to create this plan which will meet the needs of all our students (but especially those who are from disadvantaged backgrounds) moving forwards. With emphasis on a collective and sustained approach, our schools will identify objectives to ensure that each child is able to continue their journey through education with the support that they require along the way. Disadvantaged children and young people are central to decision-making in all of our schools. This is in line with our Trust vision of “preparing young people for their world in their time”. Our disadvantaged strategy is 5-fold:

1. Everything through the lens of disadvantaged/SEND - built-in, not bolt-on. Every decision at every level must consider impact for disadvantaged/SEND.
2. Get them into school.
3. Teach them really well.
4. Catch them up where they have gaps.
5. Engage their parents/carers.

By ensuring that our schools focus on everything through the lens of disadvantaged pupils, we require all staff and members of the school community to be committed to inclusivity and aspiration for all. Investing in high quality teaching in the classroom is one of our key principles. Building a curriculum fit for the future and adopting research-led pedagogical practice are paramount to the success of all. Employing evidence-based intervention for learners who have either fallen behind or who may have Special Educational Needs is critical to closing the gaps. Furthermore, implementing whole-school strategies to enable our parents and carers to engage with school and learners

to attend school well and thus grow and develop as individuals ready for the world can optimise outcomes for their future.

To that end, over the next three years, our Pupil Premium and Recovery funding will be deployed in these areas embedding the vision, mission and strategy as above and ensuring that **all stakeholders** believe it, embrace it and live it.

Challenges

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

Challenge number	Detail of challenge
1	Significant number of pupils with SEN Status – 60% of eligible PP pupils are on SEN Support
2	Assessment, observations and discussions with pupils indicate under developed oral language skills and gaps with vocabulary amongst pupils both oral and written. This is particularly evident with some of our disadvantaged pupils, 50% of whom are below expected attainment standards in writing.
3	Internal and external assessments (both formative teacher assessment and summative) indicate that 40% of eligible pupils are below expected attainment levels in reading across Key Stage 2. This can be linked with lower engagement in practicing reading at home.
4	Internal and external assessments (both formative teacher assessment and summative) indicate that academic progress in maths is below non-eligible pupils– 50% of pupils working below ARE
5	Attendance and punctuality. Our data shows that the attendance of our disadvantaged children is currently not in line with the rest of the school or meeting the schools target of 97%. 96.9% whole school and 94.2% for eligible pupils. FSM attendance is much less stable than whole school, fluctuating 14% over a term.
6	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. 50% of disadvantaged learners need support from ELSA TA.

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 oral language skills and vocabulary among eligible pupils	<p>Assessments and observations indicate significantly improved oral language among eligible pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil voice/book study and ongoing formative assessment.</p> <p>Lesson visits and pupil book study provide evidence that children are being taught explicit vocabulary and are able to commit the words to long-term memory, which they use to articulate their learning.</p> <p>Assessment of writing shows a progressive closing of the gap.</p>
By the end of July 2024, disadvantaged learners will be achieving in line with their peers in English reading or have closed the gap significantly	Outcomes of assessments show a progressive closing of the gap in reading year on year.
Improved maths attainment for disadvantaged pupils at the end of KS2	KS2 maths outcomes for 2022/23 show more than 67% of disadvantaged pupils met the expected standard, by 2023/24, 75% and 2024/25, 90%
By the end of July 2024, the attendance of learners in the FSM6 category will have increased.	<p>The gap in attendance of FSM6 and non-FSM6 will have closed to 3% or less</p> <p>Early intervention will be in place to support those struggling to attend school in terms of well-being and academic support</p> <p>Catch up programmes will be addressing gaps in learning caused by missed schooling</p>
To achieve and sustain improved well-being for all pupils, particularly disadvantaged pupils.	<p>Sustained high levels of well-being year on year demonstrated by:</p> <ul style="list-style-type: none"> • implementation of whole school Thrive • student voice data • parent surveys • observations

Parents of disadvantaged children attend parent consultation meetings	Parents meet with teacher face to face. Alternative dates provided to encourage involvement and possibility of phone conversation if attendance at school is challenging.
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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: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions EEF (educationendowmentfoundation.org.uk)	2, 3
Use of National College for teachers and teaching assistants to enhance and extend their knowledge to support children in the classroom.	Research states that 'Supporting high quality teaching is pivotal in improving children's outcomes.' (EEF)	1, 2, 3, 4, 6
Bi-weekly phonics training for TAs by phonics lead to ensure high-quality phonics teaching across the school	There is extensive evidence confirming that phonics approaches are an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	2, 3

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

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tutoring	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups:	1, 4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
TA delivered high quality 1:1 or small group interventions	Research shows a consistent impact on attainment when delivered in a structured setting with high quality support and training. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2,3,4

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support available and accessible to enable all pupils to settle at the start of the day or when they arrive.	It was found that low levels of emotional literacy lead to high levels of internalising behaviours such as stress and depression, as well as externalising behaviours such as aggression and delinquency. Problem behaviours such as these would take away from academic achievement and the ability for the child to succeed in future life.	6
Implementation of a whole school Thrive approach.	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): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	6
Support with costed activities to ensure learners have access to all the school has on offer.	Research shows that children growing up in poverty and disadvantage are less likely to do well at school. This feeds into disadvantage in later life and in turn affects their children.	5

Total budgeted cost: £ 18000

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 2021 to 2022 academic year.

Robust tracking systems were implemented to monitor attendance. Letters were quickly sent once attendance started to slip and SAMs held promptly with parents/carers. Term 5/6 saw an improvement in attendance in FSM pupils from 87.9% average in Term 1-4 to 93.5% in Term 5/6. This focus is to continue.

Early literacy skills development programme implemented. Very successful with all children coming into reception from nursery on track for GLoD in communication and language this year.

Phonics catch up was implemented and continues this year. This is needed to support KS1 learners with SEND, whilst the disadvantaged learners passed phonics screening.

1:1 intervention work last year saw every child sit KS2 SATs with no child disapplied.

Every child attended their class trips and residential, with support with funding where needed.

Last year, our observations and assessments showed that pupil well-being was significantly impacted post Covid and that this was particularly evident for disadvantaged pupils, in line with national studies. Thrive and ELSA support has ensured children are settled quickly for the start of the day and emotionally ready to learn. Early morning check-ins have reduced in number and from regularly needed to ad hoc and no Thrive intervention needed at this time due to the work completed last year.

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
National College CPD	National College
Little Wandle Letters and Sounds	Little Wandle

Walk Thrus	Oliver Caviglioli and Tom Sherrington
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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Contributing towards to the cost of ELSA TA
What was the impact of that spending on service pupil premium eligible pupils?	Children have come into school without the need for a check -in this term, ready to learn.