

Ashbury Meadow Primary School Three-year pupil Premium Strategy 2021-2024 Updated Sept 2023

The Pupil Premium

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying differences between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium was introduced in April 2011 .

The following groups are eligible for pupil premium:

- pupils who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years, including eligible children of families who have no recourse to public funds (NRPF)
- children looked after by local authorities, referred to as looked-after children
- children previously looked after by a local authority or other state care, referred to as previously looked-after children

The PPG per-pupil rate for 2023 to 2024 is as follows:

This table shows how the pupil premium grant is allocated to schools and local authorities in financial year 2023-24, based on per pupil rates.

Pupil eligibility criteria

Amount of funding for each primary-aged pupil per year

Pupils who are eligible for free school meals, or have been eligible in the past 6 years

£1,455

Pupils previously looked after by a local authority or other state care

£2,530

Pupil eligibility criteria

Amount of funding for each primary-aged pupil per year

Children who are looked after by the local authority	£2530
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Service children	£335
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Schools must show how they are using their pupil premium effectively:

- by publishing a statement on their website which presents an overview of their pupil premium strategy, and demonstrates that their use of the funding meets the requirements of the **conditions of grant**
- through [inspections by Ofsted](#) - inspectors may discuss plans schools have to spend their pupil premium
- through scrutiny of pupil premium plans by governors and trustees

Virtual school heads demonstrate to Ofsted how they are managing pupil premium for looked-after children in their virtual school annual report.

Schools are also held to account for the outcomes achieved by their disadvantaged pupils through published [performance tables](#).

Pupil premium funding must be managed effectively and the impact of removing differences must be shown. In order to do this we have consulted the latest Government guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1147853/Using_pupil_premium_guidance_for_school_leaders.pdf

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

<https://educationendowmentfoundation.org.uk/news/new-pupil-premium-support-resource-for-schools>

Finally, we increasingly compare our experiences to other similar schools using the education endowment foundation families of schools data base.

This has supported our use of a tiered approach and enabled us to formulate a set of principles to support our effective use of pupil premium.

Research has shown that focusing on just 3 areas of activity is most effective at narrowing the attainment gap. This tiered approach combines:

- staff development to improve teaching targeted academic support
- wider strategies that support readiness to learn

Our principles are:

- We will ensure all pupils access the highest quality first teaching, using interventions only when focussed and necessary, and not to compensate for poor teaching
- We will use evidence to support our decision making when implementing projects to improve outcomes
- There is equality in our highest expectation of all pupils
- We will use a range of data to track pupil premium, looked after, and those previously looked after to ensure the difference between those groups and other pupils is reduced by finding and breaking down their barriers to learning and assessing our actions to ensure they are effective, this includes attendance data
- We will ensure that teachers know which pupils are eligible for Pupil Premium and can discuss each one in progress meetings and that all monitoring and assessment includes an equal amount of pupil premium evidence
- We will have a senior leader with oversight of how PP funding is being spent, who liaises with the governor responsible for pupil premium and demonstrates the impact of spending
- We will consider the needs of pupil premium children in all aspects of curriculum design to ensure the gap in cultural capital between them and other pupils is reduced and not a barrier to their progress.

Local context and barriers

<p>School closures and disruption due to COVID-19 (March 20 to July 21) have impacted negatively on pupil attainment and staff and children's mental health.</p> <p>97% of all pupils live in the top 20% of deprived areas in England. The local area is ranked as the 8th most income-deprived in the country.</p>	<p>The school has implemented a catch-up strategy to recover lost learning through quality first teaching, targeted academic support and wider strategies, such as participating in the nurture schools project to support pupils' and families' wellbeing. Staff wellbeing is a priority.</p> <p>There is a higher proportion of disadvantaged pupils compared to national average with 39% of pupils eligible for free school meals (national 23.7%). Pupils typically enter school at low starting points and low level of communication and language. Pastoral support team work very closely with targeted families, run family engagement courses and have developed pastoral interventions and nurture sessions to support social and emotional wellbeing and mental health. The school's curriculum is designed to meet the needs of all pupils and develop pupils' cultural capital.</p>
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<p>Mobility/transition is still the main negative impact on attendance and also attainment.</p> <p>A proportion of pupils enter school with no English language and only speak their home language outside of school.</p>	<p>As a result of Pupils not coming back from holidays, or moving back to home countries and not informing us, the pastoral support team off rolled 30 pupils in 20/21, this increased to 47 in 22/23 who were 'Children Missing in Education'</p> <p>Throughout the school, teaching and learning continues to focus on the acquisition of the English language, vocabulary acquisition through whole school strategies such as ELKAN and intervention work such as Phonics catch up and Lexia.</p>
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As at Sept21 : Total number pupil premium pupils, nursery – year 6 = 195

Year Group	PP	Other pupils	Boys		Girls		SEN Support		EHCP		EAL	
			PP	OP	PP	OP	PP	OP	PP	OP	PP	OP
Nursery	19	32	9	18	10	14	0	0	0	0	11	26
Reception	21	39	14	20	7	19	2	3	0	0	12	29
Year 1	18	42	13	25	5	17	0	1	0	1	7	30
Year 2	12	50	8	26	4	24	2	7	1	2	3	36
Year 3	28	37	12	16	16	21	10	7	7	3	13	23
Year 4	37	26	17	12	20	14	11	6	6	1	18	22
Year 5	26	32	15	15	11	17	10	3	1	1	14	24
Year 6	34	25	20	13	14	12	7	4	0	1	16	13
Total Number inc. Nursery	195	283	108	145	87	138	42	31	15	9	94	203

As at Sept23 : Total number pupil premium pupils, nursery – year 6 = 166

Year Group	PP	Other pupils	Boys		Girls		SEN Support		EHCP		EAL	
			PP	OP	PP	OP	PP	OP	PP	OP	PP	OP
Nursery	2	38	2	16	0	22	0	0	0	0	2	24
Reception	22	37	12	19	10	18	2	2	0	1	11	27
Year 1	19	40	11	19	8	21	1	1	1	1	11	31
Year 2	23	41	14	25	9	16	1	5	3	4	13	30
Year 3	26	36	15	20	11	16	4	0	1	2	11	25
Year 4	17	43	12	22	5	21	1	3	4	3	6	28
Year 5	29	30	16	11	13	19	3	3	7	2	12	19
Year 6	37	24	19	9	18	15	4	3	6	2	22	19
Total Number inc. Nursery	175	289	101	141	74	148	16	17	22	15	88	203

EYFS % PP pupils achieving GLD 42%

Yr 1 phonics % PP pupils achieving a pass 65%

Yr 2 phonics % PP pupils achieving a pass 57%

yr2

Group	% of pupils working at or above Age Related Expectations			% of pupils working Above Age Related Expectations			School Progress (Expected progress is 6.0)		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Pupil Premium	50%	35%	58%	23%	4%	12%	6.2	6.1	6.5
Other Pupils	56%	47%	75%	17%	6%	25%	7.5	6.5	6.7
Difference	-5%	-12%	-17%	+6%	-2%	-13%	-1.3	-0.4	-0.2

yr6

Group	% of pupils working at or above Age Related Expectations			% of pupils working Above Age Related Expectations		
	Reading	Writing	Maths	Reading	Writing	Maths
Pupil Premium	44%	30%	37%	4%	0%	7%
Other Pupils	73%	83%	80%	30%	7%	7%
Difference	-29%	-53%	-43%	-26%	-7%	0%

Core Targets for the next three years

At the heart of everything we do is quality first teaching and learning. We do not want our interventions to be required to make up for anything less than quality teaching and learning, therefore a significant amount of our budget is aimed at improving the quality of education. In order to enable pupils to feel confident and secure and able to learn we have a strong pastoral focus, therefore a significant amount of our budget is used to support personal development.

When comparing our Pupil Premium and Non-Pupil Premium cohort our intent is that there will be:

1. No significant differences in progress measures.
2. No significant differences in attainment measures.
3. Ensure that there is no difference in the engagement of PP and non-PP students within the curriculum

4. Ensure that no child is prevented from accessing opportunities due to their financial background.

Long Term Plan (Three year timescale) Started Sept 2021

1.To improve the level of oracy for all age groups and cohorts.

This is a priority because:

EYFS baseline data and ASQ questionnaires and whole school spoken language assessments show considerably low development in speech and language, caused by both SALT and English as a second language issues. Whole school data analysis indicates the impact of a lack of oracy on attainment and progress across the curriculum due to a lack of vocabulary and a lack of understanding of vocabulary. EEF, ELKLAN and URLEY research evidence the impact of improving oracy on pupils' attainment and progress across all areas of the curriculum, as does Alex Quigley in Closing the Vocabulary Gap and Closing the Reading Gap.

Pupils enter school with low oracy skills and low levels of cultural capital, this impacts on their reading and writing outcomes and is compounded by pupils having English as a second language. End of Key Stage and internal data shows that pupils do less well in their reading assessments, question analysis links this to lack of understanding of vocabulary and inability to infer where previous knowledge is needed (which is lacking due to their low cultural capital). This is also reflected in the maths reasoning papers and writing, where a lack of ambitious vocabulary is evidenced. Strategies used in school are supported by EEF 'Improving Literacy at KS1 and KS2.

2.To close the gap between pupil premium and other pupils in attainment and progress.

This is a priority because post lock down internal data shows that in the majority of year groups both attainment and progress for pupil premium pupils this gap, which was negligible before Covid, has widened significantly. Research from the EEF, William, Coe et al, shows that quality first teaching using accurate formative assessment to inform differentiation and retention activities will support progress for all pupils, regardless of starting points. A targeted professional development programme to improve quality first teaching through instructional coaching based on the application of Rosenshine's 10 Principles, including the accurate use of formative assessment, adaptive teaching and retention activities will support increased pupil outcomes. This can be supported by Tier 2 intervention strategies such as Ready to Progress in Maths, as evidenced by the DfE Teaching Mathematics in Primary Schools guidance. (2020). Developing a curriculum that supports the needs of our cohort, particularly through increasing opportunities to expand both cultural capital and science capital and enhance non-cognitive skills through the personal development curriculum will also support progress and attainment.

3.To develop the emotional resilience of PP

This is a priority because:

A lot of negative learning behaviours across school are caused by a lack of resilience; this also impacts on negative social behaviours, post Covid this has increased. Research shows the academically resilient child is a child who reaches their potential, despite adversity. Pupils who do not reach potential often lack resilience emotionally. A pupil's resilience can be positively affected by good teacher pupil relationships and the development of non – cognitive skills. Empathic quality first teaching supported by targeted interventions e.g, EEF Behaviour interventions toolkit, alongside whole school strategies such as Nurture School UK programme and Unicef Rights Respecting Schools, Zones of Regulation and pupil coaching will support this.

4. To improve the attendance of PP pupils.

Attendance by year group and learner characteristics						
	Overall	Boys	Girls	Pupil Premium (PP)	Persistent Absence (All)	Persistent Absence (PP)
Year R	94.1%	94.1%	94.1%	94.2%	0.0%	0.0%
Year 1	92.7%	92.7%	92.7%	90.9%	21.9%	31.8%
Year 2	93.6%	94.3%	92.7%	91.7%	21.0%	34.8%
Year 3	95.5%	94.9%	96.4%	94.1%	12.7%	12.5%
Year 4	92.7%	92.7%	92.8%	91.0%	25.8%	34.6%
Year 5	91.1%	88.2%	93.7%	88.7%	29.0%	42.9%
Year 6	91.6%	90.3%	92.8%	87.2%	26.3%	46.2%

This is a priority because:

This trend of pupil premium attendance being 2.% below other pupils evident across 2022-23.

Tracking of attendance shows a number of PP families with poor attendance trends, these families need educating and supporting to break the trend. 29% of disadvantaged pupils have been 'persistently absent' compared to 19% of all pupils during that period. Our assessments and observations, including those caused by medical absenteeism indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

We use DFE and FFT pupil attendance data to track individual pupils and cohorts our policy is supported by guidance including:

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

<https://www.gov.uk/government/publications/mental-health-issues-affecting-a-pupils-attendance-guidance-for-schools>

All four aims are linked to our Strategic School Development Plan and feed into our Annual School Improvement plan and Yearly Pupil Premium Strategy and have been thoroughly researched using the documents listed below:

Coe, R., Raunch, C.J., Kime, S., Singleton, D. (2020) Great Teaching Toolkit Evidence Review section 02, Creating a Supportive En <https://www.cambridgeinternational.org/Images/584543-great-teaching-toolkit-evidence-review.pdf>vironment.

Curee: : Developng Great Leadership of CPDL By Prof. Philippa Cordingley, Prof. Steve Higgins, Prof. Toby Greany, Bart Crisp, Evangelia Araviaki, Prof. Rob Coe, Paige Johns (2020): Developng Great Leadership of CPDL

<http://www.curee.co.uk/files/publication/%5Bsite-timestamp%5D/Developing%20Great%20Leadership%20CPDL%20-%20final%20summary%20report.pdf>

(Curee)School leadership and student outcomes: Identifying what works and why *Summary of the Best Evidence Synthesis (BES) conducted by Viviane Robinson, Margie Hohepa and Claire Lloyd*

DfE Report supporting The Attainment of Disadvantaged Children (2015)

<https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils>

Education Endowment Foundation (2018). Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/> [retrieved 10 October 2018].

Education Endowment Foundation (2018). Toolkit: Behaviour interventions. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions> [retrieved 10 October 2018].

Education Endowment Foundation (2018). Toolkit: Social and emotional learning. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/> [retrieved 10 October 2018].

Education Endowment Foundation (2018) Putting Evidence to Work – A School’s Guide to Implementation <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>

EEF: A school's Guide to Implementation 2021

<https://www.gov.uk/government/publications/mental-health-issues-affecting-a-pupils-attendance-guidance-for-schools>

EEF: Making the Best Use of Teaching Assistants 2021

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>

EEF: Effective Professional Development

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development>

Gutman, L. & Schoon, L. (2013). The impact of non-cognitive skills on the outcomes of young people. [Online] Accessible from:

https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/Non-cognitive_skills_literature_review_1.pdf [retrieved 10 October 2018].

Hanushek, E. (1992). The Trade-off between Child Quantity and Quality. *Journal of Political Economy*, 100(4), 859–887.

OECD (2015). Do teacher-student relations affect students' well-being at school? *PISA in Focus*, 50, <https://doi.org/10.1787/5js391zxjif1-en>

Lazowski, R. A., & Hulleman, C. S. (2016). Motivation Interventions in Education: A Meta-Analytic Review. *Review of Educational Research*, 86(2), 602–640. <https://doi.org/10.3102/0034654315617832>.

Supporting the attainment of disadvantaged pupils Briefing for school leaders

<https://www.gov.uk/government/publications/multi-academy-trusts-benefits-challenges-and-functionsNovember2015>