Pupil premium strategy statement Ashbury Meadow Primary School

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school. This can be read in conjunction with our 3 year Pupil Premium strategy.

School overview

Detail	Data
School name	Ashbury Meadow Primary School
Number of pupils in school , including nursery	478
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	25.09.24
Date on which it will be reviewed	Feb 25. Sept 2025
Statement authorised by	L Thomas
Pupil premium lead	L Thomas
Governor/ Trustee lead	M Choy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year, including Nursery PP	£250750
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	£250750

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless of their background or needs, make good progress and achieve high attainment across all areas of the curriculum. We intend to support all disadvantaged pupils, a large number of whom are double disadvantaged, either by SEND needs or EAL, and also ensure high attainers are challenged to reach above age related expectations.

Through our pastoral support team and nurture school ethos, we will support our pupils equitably to ensure equality for all, ensuring all groups of pupils achieve to their potential.

Our approach is based on our 3-year strategic pupil premium plan, with high quality teaching supported by our coaching based professional development plan to ensure that our spiral curriculum is adapted as a result of formative assessment and implemented so all pupils make good progress regardless of disadvantage. Interventions will be used to support pupils to keep up and also catch up, but not to make up for poor teaching. Our whole school nurturing and rights respecting approach will support self-regulation and resilience and enable pupils' self- belief to develop, enabling them to have positive attitudes towards learning.

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills in EYFS and across the school are poor, negatively impacting on reading and writing progress in EYFS and subsequent years. This is particularly prevalent in our disadvantaged cohorts and EAL cohorts
2	Phonics assessments and end of year 1 phonics statutory data show disadvantaged pupils generally have greater difficulties acquiring their phonics skills, which impacts on their literacy development, especially their ability to become fluent readers and independently access the curriculum. (Yr 1 phonics data, PP 49%, other pupils 63% 2024) Assessments identify that across most year groups the % of PPs working at expected is below other pupils for reading and writing. Although a significant number of pupils in the PP cohort are mobile or have EHCPs and not working at age related expectations. (yr 6 data 2024, PP 54% Reading, other pupils 68 % reading, PP 49% writing, other pupils 68% writing)

| 3 | Although PP progress data is above expected in the majority of year groups for the core subjects, internal data shows that in the majority of year groups attainment for pupil premium pupils is below other pupils, particularly in literacy. This gap has developed post Covid and at present is steady across all year groups. (These findings are supported by National Studies) With white British PP boys having the lowest attainment and also progress. |
| | 2024 yr 6 attainment , see below |

Group	% of pupils working at or above Age Related Expectations			% of pupils working Above Age Related Expectations			School In Year Progress		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Pupil Premium (37 pupils)	54%	49%	60%	27%	5%	14%	6.3	6.0	6.0
Other Pupils (22 pupils)	68%	68%	77%	46%	9%	36%	7.9	7.0	7.4
No INAs + No EHCP (49 pupils	69%	67%	76%	41%	8%	27%	7.3	6.6	6.7
No INAs + Pupil Premium + No EHCP (29 pupils)	69%	62%	73%	35%	7%	17%	6.6	6.3	6.2
No INAS + Pupil Premium + Non-mobile + No EHCP (23 pupils)	78%	74%	78%	39%	9%	17%	7.7	6.8	7.3
PP + SEND (12 pupils)	8%	8%	17%	0%	0%	0%	5.6	5.1	6.0

| 4 | A large number of mainstream PP pupils experience social and emotional health issues, this impacts on their self-efficacy, which can have a negative impact on academic progress. |

5	A significant number of SEND pupils have EHCPs,(41) emergency funding(1), awaiting final EHCP (4) or are awaiting assessment for an EHCP (2). Most have pupil premium and their level of need is high in all areas. Their attainment is significantly behind age related expectations, with some pupils not yet accessing the National Curriculum. However, 23-24 progress data was significantly above expected for those accessing the National curriculum: (Mainstream expected steps =6)(SEND expected 4 points)
	R W M PP SEND 6.4 5.6 5.9 Other SEND 4.5 4.8 5.9 The school has two SEMH resourced provisions and two CLI resourced provisions. The majority of these pupils, all who have EHCPs have pupil premium. EHCP SEND attendance data 23 (89.4%) was significantly below non SEND (95.8%), but above National SEND attendance data by 0.3%
6	The majority of PP pupils across the school have limited enrichment within their life experiences, this impacts on the development of schema, oracy and literacy skills contributing to a negative impact on academic performance across all subjects and personal development.
7	Our attendance data over the last year 23-24 indicates that attendance among disadvantaged pupils has been 3% overall lower (93.4%) than for other pupils (96.2%) but still 1.7% higher than National disadvantaged 57% of permanently absent pupils were disadvantaged pupils. With a high proportion being both SEND and pupil premium. Our assessments and observations of permanently absent pupils including those caused by medical absenteeism indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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 for EYFS pupils and pupils across the school	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, book scrutiny and ongoing formative assessment.

All pupils working on the National Curriculum are fluent readers	The % PP pupils passing the end of year 1 phonics check is in line with other pupils.
	Assessments show that the pupils, with exception of SEND, are fluent readers by the end of year 2. With the exception of those new to English, who will be supported by 7+ phonics catch up and then fluency groups, to be fluent by the end of yr 4.
Improved attainment for PP pupils across all core subjects.	The % non SEND PP pupils reaching expected attainment is increased by 10% across all year groups. SEND pupils make good progress from their starting points.
	White British boys progress in line with expected progress
Pupils become more emotionally resilient and develop skills for life	Greater levels of resilience and self-regulation supported by CPOMs data and qualitative data, including the use of zones of regulation.
SEND PP children with high levels of need will show expected progress through Boxall, the autism assessment and development matters and other specific assessments.	Pupils with EHCPs will evidence good progress towards the outcomes on their EHCP, as evidenced by a range of assessment methods including pupil, staff and parental voice
Improved cultural and science capital for all pupils	Increased cultural and science capital demonstrated by: ● qualitative data from student voice, student and parent surveys and teacher observations
To achieve and sustain improved attendance for all pupils, particularly our double disadvantaged pupils.	Sustained high attendance demonstrated by: ● the overall absence rate for all pupils being no more than 4%, the percentage of all pupils who are persistently absent being below 10% and the figure among double disadvantaged pupils being no more than 5% lower than their peers.

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: £ *160000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support employment costs	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]. 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.	3 4 5 6 7
CPD costs: Training and supply costs with a specific focus on the use of instructional coaching, using Rosenshine's 10 principles to support implementation and also a focus on formative assessment And also continued phonics training for new to school staff SENDCO ensuring	Coe, R., Raunch, CJ., 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.pdfvironment. 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* OECD (2015). Do teacher-student relations affect students' well-being at school? PISA in Focus, 50, https://doi.org/10.1787/5js391zxjjf1-en	2 3 5

SEND specific training programmes, including work with SALT for whole school and individuals, plus role out and training for dyslexia screening programme	Supporting the attainment of disadvantaged pupils Briefing for school leaders https://www.gov.uk/government/publications/multi-academy-trusts-benefits-challenges-and-functionsNovember 2015

EEF Effective Professional development

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

Rosenshine's 10 Principles

The Chartered College: Instructional Coaching | |
| Implementation of Nurture groups | 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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) | 4 5   7 |
| Continued working with the English Hub to embed phonics and reading fluency and develop whole school writing through our new scheme the Write Stuff | English Hubs and the Importance of reading skills https://blog.insidegovernment.co.uk/schools/english-hubs

EEF: Guidancehttps://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 Reports : Improving Literacy at KS1 and KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 | 2 3 |

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

Budgeted cost: £ *75000*

Activity	Evidence that supports this approach	Challenge number(s) addressed

Wellcomm	https://www.gl-assessment.co.uk/case-studies/	1 3 5
Chatterbox (URLEY)	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/using-research-tools-to-improve-language-in-the-early-years	1 3 5
Same day keep up for Maths & English	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	3
Catch up phonics sessions and fluency sessions and SEND phonics scheme	https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes	2 3 5
Reading catch up	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].	2 3
Extra EYFS TA to support language interventions .	Wellcomm, Urley, as above	1 3
LEXIA	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia-core5-reading-2022-2023-trial#:~:text=Exploratory%20analysis%20showed%20that%20children,important%20for%20further%20literacy%20development.	2 3
Nurture Groups	https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf	4

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

Budgeted cost: £ *20000*

Activity	Evidence that supports this approach	Challenge number (s) addressed
The National Nurturing Schools	https://www.nurtureuk.org/research-evidence/impact-and-evidence	3 4 7

Programme		
The Communication Friendly School Award: Use of ELKLAN	https://www.elklan.co.uk/blog/driving_transformation_using_evidence_based_practice-_the_rcslt_conference_2012	1 4 6
The Rights Respecting Schools Gold Award	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].	4 7
School visitors to develop cultural capital	https://www.researchgate.net/publication/231991091_Cultural_Capital_and_Educational_Attainment	6
School trips	https://www.researchgate.net/publication/231991091_Cultural_Capital_and_Educational_Attainment	6
Drumming and Charanga	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 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].	4 6
Chess in Schools	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	6
Careers	https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/20/20f43700-2f82-4202-86fb-f332aa5e8fac.pdf	6
Attendance	A distributed escalation approach to attendance DfE Working Together to Improve School Attendance https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf	3 4 7
Zones of Regulation	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies	4

Total budgeted cost: £ 250750

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 2022 to 2023 academic year.

PLEASE SEE A REVIEW OF 23-24 ATTACHED

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

Service pupil premium funding (optional) Not applicable

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)