



Ashwater Primary School  
Pupil Premium Strategy 2023 - 24

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 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	Ashwater Primary School
Number of pupils in school	42
Proportion (%) of pupil premium eligible pupils	2%
Academic year/years that our current pupil premium strategy plan covers	2023 - 24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Ruhaina Alford (EHT)
Pupil premium lead	Ruhaina Alford (EHT)
Governor Lead	John Lawlor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1.455
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£1.455</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who come from homes that lack the stability that other pupils enjoy. The actions we have outlined in this statement are also intended to support their needs of all pupils in the school regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils 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.

Our strategy is also integral to wider school plans for education recovery, not least in supporting some pupils with additional tutoring opportunities.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high expectations of all pupils

## Challenges

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

Challenge number	Detail of challenge
1	Maintaining high levels of attendance and punctuality.
2	Narrowing the attainment gap between some disadvantaged pupils and their peers, particularly challenging in Key Stage 2, where children missed periods of time in school due to lockdown.
3	Developing and improving speech and language skills.
4	Our assessments and observations indicate that some of our disadvantaged pupils were most impacted by the periods of lockdown. This included attendance at online live lessons, completion of tasks set and general attitudes to learning.
5	Ensuring that children are maintaining a healthy lifestyle, mentally, physically and have access to all opportunities offered by the school.

## 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
High levels of attendance and punctuality.	Children are attending school regularly and on time – 95% attendance..
Narrowing attainment gap.	End of year assessment data shows progress (standardised scores).
Developing speech and language skills.	Children will be able to speak articulately, pronouncing a growing number of speech sounds correctly.
Safeguarding	School supports children and families.
Healthy lifestyle	Children exhibit healthy choices and take part in extra curricular opportunities

## 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: **£600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for teachers and Teaching Assistants in delivery of Read Write Inc. Systematic Synthetics Programme	Considerable evidence that effective teaching of a synthetic phonics has a huge impact (+5 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 2, 3, 4
Termly CPD for Teaching Assistance delivered by subject leads.	EEF	1,2,3,4, 5

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

Budgeted cost: **£600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils were assessed using the diagnostic tool InCAS prior to Catch-up intervention alongside formative class assessments.	'Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.' EEF, June 2020. This research corroborated my view that careful assessments needed to take place to ensure effective Catch-up support,	1,2,3,4

Carefully targeted interventions with a specific focus.	The EEF, June 2020 document: 'Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading,' The EEF research clearly highlights that the intervention will have the greatest impact if it is tailored to a specific need. So a Catch-Up proforma for the teachers to complete. The intention was to focus the teachers to give a clear rationale as to why they had selected the pupils, the specific areas to be targeted and an action plan of how the Catch-up intervention would tackle these.	1, 2, 3, 4
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £255

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small contingency fund to ensure disadvantaged pupils don't miss out on wider school activities such as after school clubs and trips including residential ones and school uniform	Based on our previous experience, we have identified a need to have a small sum available to subsidise or pay for in total, disadvantaged pupils to join after school clubs or activities where cost may have been an issue for them. In addition, there are sometimes unforeseen costs needed to support pupils in particular times of need.	2, 3, 5
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  The headteacher will continue to work closely with our school administrator, class teachers, parents/carers and the educational	Evidence from the Institute of Education (and others) shows a clear link between lower attendance at school and lower levels of attainment. Consistently good attendance can help secure improved attainment and reduce attainment gaps.	1,2,3,4

welfare officer to secure good school attendance for all	<a href="https://www.ucl.ac.uk/ioe/research-projects/2021/apr/school-absences-and-pupil-achievement">https://www.ucl.ac.uk/ioe/research-projects/2021/apr/school-absences-and-pupil-achievement</a>	
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**Total budgeted cost: £1,455**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Progress amongst disadvantaged pupils has generally been good and this is corroborated by the progress seen in their work books. This has been as a result of good quality teaching and well matched interventions. The school as a whole had a clear catch up plan in place with a focus on ensuring pupils are quickly back into routines and demonstrate good learning behaviours. This has supported good attitudes to learning and more rapid progress. An example of this is the progress many pupils have made with their reading and movement through the newly introduced Read Write Inc programme as well as consolidation of their phonics knowledge. We are aware of children who have not made required progress and these children continue to receive focussed intervention.

Attendance amongst disadvantaged pupils improved in the last school year (and this has continued into this school year too). This has been in spite of the challenges of Covid and while still slightly below the school as a whole, the gap has lessened and there has also been a reduction of disadvantaged pupils being persistently absent.

### Externally provided programmes

Programme	Provider
Read Write Inc.	Ruth Miskin



## Further information

### **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:

- Embedding the use of retrieval practice across the school and using some of the key teaching strategies from Teach Like a Champion (Doug Lemov)
- Providing, in spite of Covid, opportunities for enriching the curriculum, providing opportunities to develop cultural capital and to support well-being. These include Wild Tribe (Forest School) lessons, trips to London, participation in inter-school sporting events, live Zoom sessions with virtual visitors such as a people from racially diverse backgrounds to talk about festivals e.g. Diwali

### **Planning, implementation, and evaluation**

We continue to monitor the progress of our pupil premium children closely. The low numbers of children means that data percentages do not necessarily reflect the true picture of progress or attainment gaps. Therefore, we have to triangulate progress and attainment through the scrutiny of books as well as observations in class and discussions with pupils.

A cornerstone of our school development and recovery plan is around ensuring positive attitudes to learning as well as consistent standards of learning behaviour. As an example, we continue to have a strong focus on high expectations of presentation in books which can demonstrate positive attitudes. This is further underpinned by our mantra of 'Aim High; Be Resilient; Take Care of Each Other' and our Carey Qualities which feed into this.

Linked closely to this is pupil attendance and the school has worked closely with some families to improve this but also to improve attitudes to school generally both in terms of the pupils but also the parents themselves.

The school, as noted above, has adopted many of the strategies found in Doug Lemov's seminal book, 'Teach Like a Champion'. As an example, you will see teachers using methods such as 'no hands up', 'think, pair, share' and 'right is right' which sees an insistence on exact or precise answers given in class. In addition the school uses, in particular, the research based work of Tom Sherrington (effective teaching methods) <https://teacherhead.com/author/teacherhead/> and Kate Jones (retrieval practice) <https://lovetoteach87.com/2020/09/09/a-collection-of-retrieval-practice-research-and-resources/>

We have begun to diversify the History Curriculum by including elements from the book Black and British by David Olusoga so the stories of people of colour are also told in our History.

The school acts in a reflective manner as a result of the work carried out by the Education Endowment Foundation (EEF) <https://educationendowmentfoundation.org.uk/> including their guide on the successful deployment of pupil premium funding. As an example of this (and supported by the class structure and staffing arrangements) is the importance of diagnosing pupil needs so that the supported is targeted in the most effective way.