

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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- 2021-2022	Data 2022-2023	Data 2023-2024
School name	Ashbrook Infant and Nursery School		
Number of pupils in school	170	154 (inc. Nursery-25)	137 (inc Nursery-25)
Proportion (%) of pupil premium eligible pupils	15% (26chn)	24%- 31/129 8%- 2/25 nursery	21%- 24/112 8%- 2/25 nursery
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 2022/2023 2023/2024	2021/2022 2022/2023 2023/2024	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021	December 2022	December 2023
Date on which it will be reviewed	December 2022	December 2023	December 2024
Statement authorised by	Helen Roebuck	Helen Roebuck	Resource and Management Committee
Pupil premium lead	Annette Guthrie	Annette Guthrie	Helen Roebuck
Governor / Trustee lead	Karl Moore	Karl Moore	Margaret Smith

Funding overview

Detail	Amount	2022	
Pupil premium funding allocation this academic year	£46,428	£35,225 (£576-nursery)	£50,790 (£564- nursery)
Recovery premium funding allocation this academic year	£7,179	£3,770	£4,640 (32 children)
School led Tutoring allocation	£2,047	£3,078	£1485 (22 children)

Schools contribution towards the Tutoring allocation	£681.65 (33.3%)	£1,231.20 (40%)	£1485.00 (50%)
Pupil premium funding carried forward from previous years	£0	£0	£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	£53,335.65	£43,910.20	£58,400.00

Part A: Pupil premium strategy plan

Statement of intent

Our key aim in school is that all pupils, regardless of starting point, reach their full potential. In our school We Care, We Learn and We Have Fun. This permeates through everything that we do.

We believe that all children should have the opportunity to care for the world and each other, learn together and have fun doing so.

Our curriculum promotes high expectations and offers children a rich experience, promoting their understanding of the world beyond the school environment. The ambitious nature of our curriculum ensures that all children are able to access all subjects, there is no limit to what and how they can learn and children are encouraged to explore their own interests. All children are supported through scaffolded opportunities and key vocabulary, to achieve their potential.

Children's well-being and happiness is at the heart of all we do. We provide first hand learning experiences that inspire children to develop supportive relationships, strong interpersonal skills and independence. We celebrate diversity and promote respect for our own, and the wider community.

Through our cross-curricular approach, children make links in their learning and become creative, critical thinkers.

Teamwork and a sense of responsibility are essential in achieving the positive attitudes that are needed for future learning and success.

Children leave Ashbrook Infant and Nursery School ready for Key Stage 2 and beyond. We have close links with our Junior school and provide extensive transition opportunities. Our children become resilient, confident individuals, ready for their next adventure.

Our ultimate objectives are:

- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- ✓ For all disadvantaged children in school to make progress from their starting points.
- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged children.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the children
- Ensuring that appropriate provision is made for children who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed
- When making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged.
- We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals.
- Pupil premium funding will be allocated following a needs analysis which will identify priority groups or individuals. We will use pupil premium funding to ensure that all

children can access relevant support as needs are identified and interventions will be regularly reviewed.

We look to achieve our objectives through:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is equal and of the highest standard.
- 1-1 support
- Additional teaching and learning opportunities provided through external agencies
- All our work through the pupil premium will be aimed at children making progress, moving to at least age-related expectations or as close as possible depending on other needs.
- Pupil premium resources are to be used to enable children receiving Free School Meals to achieve Age Related Expectations or higher (Greater Depth)
- Additional learning support.
- Support payment for activities and educational visits. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support
- Nurture groups for pupils in KS1 to support pupils' mental health, well-being, social interaction and turn taking skills
- Support from a specialist Speech and Language teaching assistant in KS1.

Challenges

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

Challenge number	Detail of challenge
1	Mental health and well-being. Multiple barriers to learning, including low self-esteem. Some disadvantaged children also have a SEND, or P/LAC or CIN need.
2	Children entering school with limited social skills and independence. Disadvantaged children (some) in the EYFS have lower than typical starting points when entering reception.
3	Children enter school with limited language. Disadvantaged children (some) in the EYFS have lower than typical starting points when entering reception.
4	Attendance and Punctuality issues. Regular, punctual attendance is a challenge for a small minority of our disadvantaged children, we aim for attendance to be in line with all children (96%).
5	Parental Engagement- not all families have positive school experiences to draw on and this can influence how they see education for their children.
6	Narrowing the attainment gap across Reading, Writing, Maths and Phonics between PP children and NPP.

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
To improve the Mental Health and Well-being of all children	<ul style="list-style-type: none"> • Children able to come in to school with support from parents and staff with all staff aware of the backgrounds and support needs of all our children. • Children feeling safe and happy to be in school and as such, able to access their learning • Children experiencing positive social interactions with staff and peers • Children receiving PP will access extra-curricular opportunities
To enable all disadvantaged children to develop social skills, independence and communication skills in line with their peers	<ul style="list-style-type: none"> • Children will be given the opportunity to access extra-curricular activities through PP funding • Children will work with Teaching Assistants to improve these skills
To enable disadvantaged children who do not have an additional need to reach age-related expectations in reading, writing and maths and to meet the expectations for Year 1/2 phonics check	<ul style="list-style-type: none"> • Data outcomes show that the gap between PP and NPP is narrowing • More children in receipt of PP are able to meet national expectations
To support all disadvantaged children to attend school regularly and on time, PA in line with national average and attendance in line with all children in our school.	<ul style="list-style-type: none"> • Consistently sharp focus on the attendance and punctuality of disadvantaged children by the attendance officer and senior leadership team • Attendance and punctuality of targeted children will improve to be in line with all other children (96%) • Persistent absence will reduce to in line with the national average

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: £35170

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group Tuition for KS1 pupils £17971	EEF guidance suggests that individual and small group work in English and Maths can raise confidence and attainment (+4 months impact)	2, 3, 6
Development of vocabulary and speaking and listening in EYFS £5175	EEF: Oral language interventions-improving vocabulary (+6 months impact)	3
Self-regulation, continue with implementation of the colour monster (whole school inc Nursery) £12024	EEF: Social and Emotional Learning (+4 months impact) Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their peers. These skills are likely to influence a range of outcomes for children. Lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions are likely to support disadvantaged children to understand and engage in healthy relationships with peers and emotional self-regulation. Some children will also access lunch provision aimed at reducing anxiety on the playground through Tinker's Collage.	1

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

Budgeted cost: £9258.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA cost for intervention (groups and 1-1) in phonics, reading, writing and maths £9258.60	EEF: Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. Access to high quality teaching is most important and it is particularly important to ensure that when children are receiving support from a teaching assistant this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out of class.	6

	Children receive additional support for reading, particularly in phonics and comprehension strategy (+6 months impact)	
--	--	--

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

Budgeted cost: £22,189.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture provision for KS1 pupils £8044.50	EEF: Social and Emotional Learning (+4 months impact) We have a member of staff in KS1 who supports the mental health and well-being of pupils across KS1.	1, 2, 3
Nurture provision for EYFS pupils £9422.50	EEF: Social and Emotional Learning (+4 months impact) We have a member of staff in EYFS (reception) who supports the mental health and well-being of children through targeted intervention	1, 2, 3
Raise attendance: £1688.70 Annual cost of staff time spent phoning, meeting and home visiting persistent absentees.	EEF T & L Toolkit- parent engagement – Attendance interventions Attendance is monitored and parents are contacted if children are absent from school. Punctuality and lateness are recorded and monitored. If it becomes persistent a letter is sent out before parents are invited in for a meeting.	4
Parental engagement: Cost of Craft days- £500	EEF - The importance of parent engagement in children's learning is widely acknowledged (+ 4 months impact) School has implemented a communication platform – Dojo to improve communication between school and parents. Parent can see what their child is learning. Workshops are set up to help parents in supporting their child at home.	5
Trips £1736 (£56/child)	EEF- Extra Curricular Enrichment (Arts based approaches + 3 months impact) Trips take place to allow us to enhance the curriculum and ensure that all children have the opportunity to access this.	1, 2, 3, 6

Clubs £798	All pupil premium children have been offered a choice of extra-curricular club funded by school from the following choice which are spread throughout the year: Book club, football, drumming, mindfulness, spy club, lego club, maths, Traditional games, arts and crafts, ninja club, tinkers collage, construction, scooter club, archery, gymnastics, nerf club, arts and eco club.	
---------------	---	--

Total budgeted cost: £66,618.30

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.

Intended outcome	Success criteria	Outcome
Progress in Reading	Achieve national average progress scores in KS1 Reading	Out of 31 children registered as receiving Pupil Premium in Reception, Year 1 and Year 2 17 (55%) children achieved age related expectations in reading (7 (23%) of the remaining 14 children have an additional need), 17 (55%) children achieved age related expectations in writing (8 (26%) of the remaining 14 have an additional need) and 18 (58%) children achieved age related expectations in maths with 2 (6%) of those achieving greater depth (10 (32%) of the remaining 13 children have an additional need).
Progress in Writing	Achieve national average progress scores in KS1 Writing	KS1 Reading- PP reaching ARE= 44% Non PP reaching ARE= 55% Over all- Exp+ = 71% inc 23% Greater Depth
Progress in Mathematics	Achieve national average progress scores in KS1 Maths	KS1 Writing- PP reaching ARE= 38% Non PP reaching ARE= 52% Over all- Exp+ = 66% inc 14% Greater Depth KS1 Maths- PP reaching ARE= 50% Non PP reaching ARE = 55% Over all- Exp+ = 73% inc 25% Greater Depth Good Level of Development Outcomes for Reception- Overall= 72% with 7/10 PP children gaining GLD (70%) and 24/31 Non PP children gaining GLD (72%)

Progress in Phonics	Achieve national average or higher in Phonics screening	Unfortunately, the outcomes for phonics were not exactly as we had hoped- a new scheme was implemented and is now showing success for the children who began with it in reception now that they are in year 1. In the current year 2 cohort, 6 children were disapplied from the phonics screen in year 1 and 58% passed. 23/40-58%, if the 6 children are taken out of the data then 23/34 (68%) passed.
Attendance	Ensure attendance of disadvantaged pupils is 96% or above	The percentage of sessions recorded as an absence for disadvantaged children in our school is 10.8%, a total of 847 session(s). Absence in our school is 0.1% lower than the national percentage of 10.9%. Specific information for individual children will be added in relation to those still on roll (i.e.current rec-Y2) following analysis in the new year.
Improved Mental Health and Well-being	Pupils happy, less emotional, confident and socially interacting with peers with confidence	This is still work in progress as we are finding that post-covid, children are very anxious as are parents. Parent mental health is having an impact on children's anxiety in our experience and so a new relationship policy has been developed and children are embarking on 'The Colour Monster' journey with trusted adults in school. This challenge has been moved to priority 1 on our 23-24 PP strategy and is our priority intended outcome for 23-24.
Language Development	Achieving national average of high for language development in EYFS Communication and Language	Children continue to come to school with lower than usual starting points for spoken language and his is now accompanied with reduced social skills and reduced independence- further work is needed hence the challenge 2 and 3 on our 23-24 strategy and this area being listed as the second intended outcome.

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
White Rose Programme Purple Mash	White Rose Programme Purple Mash