

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Ashbrook Infant and Nursery School	
Number of pupils in school	170	154 (inc. Nursery- 25)
Proportion (%) of pupil premium eligible pupils	15% (26chn)	24%- 31/129 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
Date this statement was published	December 2021	December 2022
Date on which it will be reviewed	December 2022	December 2023
Statement authorised by	Helen Roebuck	Helen Roebuck
Pupil premium lead	Annette Guthrie	Annette Guthrie
Governor / Trustee lead	Karl Moore	Karl Moore

Funding overview

Detail	Amount	2022
Pupil premium funding allocation this academic year	£46,428	£35,225 (£576-nursery)
Recovery premium funding allocation this academic year	£7,179	£3,770
School led Tutoring allocation	£2,047	£3,078
Schools contribution towards the Tutoring allocation (33.3%)	£681.65	£1,231.20 (40%)
Pupil premium funding carried forward from previous years	£0	£0
Total budget for this academic year	£53,335.65	£43,880.20

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is additional funding provided to the school based on the number of pupils who are currently receiving or have received Free School Meals (FSM) within the last six years, for Looked After Children and for children whose parents are in the armed forces.

It is additional funding given to schools in order to address the inequalities between those children eligible for free school meals and their peers. It is our duty to use the Pupil Premium funding effectively in order to raise achievement and diminish the difference between these children and their peers both at a school and at a national level.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- 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 accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations or higher (Greater Depth)
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support
- Nurture groups 4 days a week for pupils in KS1 to support pupils' mental health, well-being, social interaction and turn taking skills
- Nurture groups 14.08hrs a week for pupils in EYFS to support pupils' mental health, well-being, social interaction and turn taking skills

Challenges

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

Challenge number	Detail of challenge
1	Poor parental engagement in Reading at home
2	Narrowing the attainment gap across Reading, Writing, Maths and Phonics between PP children and NPP.
3	Attendance and Punctuality issues.
4	Mental health and well-being.
5	Children enter school with limited language.

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
Progress in Reading	Achieve national average progress scores in KS1 Reading
Progress in Writing	Achieve national average progress scores in KS1 Writing
Progress in Mathematics	Achieve national average progress scores in KS1 Maths
Progress in Phonics	Achieve national average or higher in Phonics screening
Attendance	Ensure attendance of disadvantaged pupils is 96% or above
Improved Mental Health and Well-being	Pupils happy, less emotional, confident and socially interacting with peers with confidence
Language Development	Achieving national average of high for language development in EYFS Communication and Language

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: £40,058

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture group set up for KS1 pupils (4 days a week) £20,576	EEF guidance to pupil premium and nurture groups suggests considering a tiered approach (high-quality teaching, targeted academic support and wider strategies) to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support, and wider strategies. We have a member of staff in KS1 who supports the mental health and well-being of pupils across 3 classes in KS1. https://educationendowmentfoundation.org.uk/news/new-pupil-premium-support-resource-for-schools	5, 1, 2, 3

	<p><i>Evidence of high to moderate impact for moderate to low cost for nurture groups</i> https://www.nurtureuk.org/reports/the-eef-toolkit-and-nurture-groups/</p> <p><i>Impact on social and emotional learning shows low cost for 4+months impact</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p><i>EEF- Enrichment</i> https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p><i>The impact of covid on KS1 and adjustments that might be needed for EYFS</i> https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/the-impact-of-the-covid-19-pandemic-on-childrens-socioemotional-well-being-and-attainment-during-the-reception-year</p>	
<p>Nurture group set up for EYFS pupils (15 hrs a week) £10,828</p>	<p><i>EEF guidance to pupil premium and nurture groups suggests considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support, and wider strategies</i> https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/the-impact-of-the-covid-19-pandemic-on-childrens-socioemotional-well-being-and-attainment-during-the-reception-year</p> <p>We have a member of staff in EYFS (reception) who supports the mental health and well-being of pupils across the two classes.</p> <p><i>The impact of covid and adjustments that might still be needed for the environment and curriculum in EYFS</i> https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/the-impact-of-the-covid-19-pandemic-on-childrens-socioemotional-well-being-and-attainment-during-the-reception-year</p>	<p>5, 1, 2, 3</p>
<p>Additional Support for KS1 pupils £5285.50</p>	<p><i>EEF guidance suggests that individual and small group work in English and Maths can raise confidence and attainment by 4+months and supports in closing the gap with PP at a low cost</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2</p>

<p>CPD for the high quality of teaching £1983.50</p> <p>Phonics SSP current cost including access for parents: £1385.00</p> <p>Plus, ongoing CPD to improve phonics teaching</p>	<p><i>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</i> https://educationendowmentfoundation.org.uk/news/new-pupil-premium-support-resource-for-schools</p> <p><i>EEF best practice Quality First Teaching.</i> https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>Creating a learning community for all is vital to continually develop practice.</p> <p><i>A new phonics SSP was purchased – High impact (5+ months) for a very low cost on implementation based on very extensive evidence</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p><i>EEF improving early literacy</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p><i>EEF literacy in KS1</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p><i>Support for ECTs</i> https://www.gov.uk/government/publications/induction-for-early-career-teachers-england</p>	<p>2, 3</p>
<p>Language rich environment in EYFS £0 included as part of quality first teaching strategies</p>	<p><i>EEF: Early Language Development - identify priorities for improving practice in the support and management of children with delays in early language development between birth and five years.</i> https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</p> <p>EYFS to have a language rich environment and staff to model high quality language to support the pupils' development.</p> <p><i>Communication and language approaches EEF</i> https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	<p>5</p>

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

Budgeted cost: £9329

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA cost for intervention (groups and 1-1) in phonics, reading, writing and maths £9329	<p>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 the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, that 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.</p> <p><i>Making the best use of Teaching Assistants</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p><i>Maximising the Impact of Teaching Assistants</i> https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants</p>	2

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

Budgeted cost: £6110

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raise attendance: £3420 Annual cost of staff time spent phoning, meeting and home	<p><i>Working together to improve school attendance</i> https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>Attendance is monitored and parents are contacted if pupils 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.</p>	3

visiting persistent absentees.	<i>EEF Toolkit Parental Engagement</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-toolkit	
Parental engagement : Cost of Craft days- £500 Cost of Arts Week Parent Experience £1,500	<i>EEF - The importance of parent engagement in children's learning is widely acknowledged.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-toolkit 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 (vis Teams or meetings in school) to help parents in supporting their child at home.	1
Trips £690	Trips can now take place to allow us to enhance the curriculum and ensure that all children have the opportunity to access this. <i>EEF- Enrichment</i> https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	2, 4, 5

Total budgeted cost: £55,497

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 2020 to 2021 academic year.

Our internal data during 2021/22 demonstrates that the gap between our disadvantaged pupils compared to non-disadvantaged is still wide in core areas of the curriculum. The outcomes we aimed to achieve in our strategy were not fully realised. This is largely to do with the impact of Covid-19, which unfortunately disrupted all areas of the curriculum at varying degrees and left our pupils with large gaps within learning which we are still trying to eradicate.

As evidenced in schools across the country, school closures had the most significant impact on our disadvantaged pupils, and due to the disruption to education they were unable to consistently access targeted interventions to the level we had planned. As a school we worked hard to mitigate this by providing a good quality remote education for

our pupils during periods of partial closure, and by ensuring that we were able to offer out devices where necessary to support this.

Progress in Reading

School – 58.5%

National 66.9%

GD

School – 11.3%

National – 18%

PP – 2/10 = 20% achieved EXP

Staff received training for a new phonics scheme in the summer term and the scheme has recently been implemented (September 2022). This includes new reading books that are fully decodable so they are matched to the children's phonics abilities. It is a web-based system that provides flashcards, videos, various activities and PowerPoints to support the teacher's well-being and delivery in lessons.

The library is a colourful place that is full of a variety of genres with a mix of fiction and non-fiction books. New books were purchase (through fund raising – Wold Book day 2021) to further supplement the library and support the children's reading for pleasure. All children visit the school library weekly to pick a book to share at home.

A reading spine was developed in KS1 to help aid progression of the complexity of words that the children are exposed to throughout their time at Ashbrook. This now needs developing in the EYFS.

Progress in writing

School – 47.2%

National 57.6%

GD

School – 7.5%

National – 8%

PP – 1/10 = 10% achieved EXP

Writing books are now being used in KS1 (this year 2022-2023) so the children can look back on previous work and previous targets. The children can physically see the improvement in their writing ensuring each piece of writing is 'better' than the last piece (with the quality of handwriting, letter formation/orientation, presentation and the complexity of sentences through the use of conjunctions, adjectives and various punctuation). To develop handwriting, children now take part in daily handwriting sessions.

Progress in Maths

School – 45.3%

National 67.7%

GD

School – 0%

National – 15.1%

PP – 2/10 = 10% achieved EXP

White Rose has been purchased and has been used from September 2021. However, this was using the programme through a 'worksheet' basis. We have now purchased White Rose books that are being used for the academic year 2022-2023. A maths skills session is also being delivered daily in addition to the maths lessons.

Progress in Phonics

School – 64.3%

National – 75.5%

PP – 23%

All classrooms are consistent with the displays, flash cards and sound mats used. Phonics is taught daily. Monster Phonics is a highly-engaging, structured, synthetic phonics programme. It facilitates learning by allowing children to learn new graphemes by using monsters to group graphemes for recall and to provide an easy and fun memory cue for children. It also uses colour-coding to highlight the grapheme when teaching a new grapheme. Once taught and secure, the colour is removed.

Monster Phonics matches the Reception EYFS framework and KS1 Spelling Curriculum. It progresses from simple to more complex phonic knowledge and skills, and ensures that prior knowledge is built upon. The main principles of systematic synthetic phonics teaching are followed, allowing children to become confident and successful readers, spellers and writers from a very early stage in their school life.

Monster Phonics is designed as a whole-class Systematic Synthetic Phonics programme for children in Reception and Key Stage 1. Each class will deliver a 20-40 minutes (depending on year group) discrete phonics session every day. Our reading books are linked to monster phonics to help aid progress.

It is a non-negotiable that staff inform parents of the phonemes that have been taught each week. Parent workshops (2) have been held since the implementation of the new phonics scheme to help support the parents understanding of the new phonics scheme.

Attendance

Persistent absenteeism is quickly identified and addressed (with letters being sent out on a four-weekly basis. If after four weeks there is no improvement, a meeting is held with the HT/attendance lead to see if school can support the family in any way) to improve attendance.

Attendance from September 2021 to July 2022

Whole School – 97.94%

PP – 96.84%

11.46% with persistent absence

Attendance from 1st September 2022 to 22nd December 2022

Whole School – 93.80%

PP – 88.09%

18.30% with persistent absence

Mental Health and Well-being

In the early years, Personal, Social and Emotional Development (which includes Self-Regulation, Managing self and Building Relationships) was:

FS1 – 74%

FS2 – 74%

PP

FS1 – 67% (2/3)

FS2 – 50%

Nurture groups initially took place two days a week and because of the positive impact this had on our children's mental health and well-being, the days and hours have been increased to four full days a week.

Children attend twice a week for half day sessions which equates to approx.-5.5hrs a week per child. The group has a maximum of six children over a half term period. However, if the teacher or nurture lead feels a child may need another half term, then this continues. Boxall profiles are complete before and after the six-week period to show the impact. Children feel very supported by having 'special time' and being listened to. They feel better about themselves and they manage better in school.

Children learn how to take turns, the importance of using manners, develop social skills, speaking and listening skills, creative skills and develop skills for the future e.g. Preparing simple food,

Language Development

FS1- 74% EXP

FS2 – 74% EXP

National – 79.5% therefore a difference of 5.5% so the gap is closing.

However, for PP children (3/29 = 10%) Only 1 child (33%) achieved EXP

Staff constantly model the correct pronunciation of language and some children have specific language programmes that are delivered in school three times a week. These have been provided by Derbyshire's Speech and Language Therapists. KS1 have knowledge planners that clearly identifies specific language to be used and taught during certain topics throughout the year. Our EYFS, also have language specific to each area of learning that is used and taught when teaching certain elements of the curriculum.

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	White Rose Programme