

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	162
Proportion (%) of pupil premium eligible pupils	20% (32 chn at Dec 21)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Helen Roebuck
Pupil premium lead	Annette Guthrie
Governor / Trustee lead	Karl Moore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,428
Recovery premium funding allocation this academic year	£7,179
School led Tutoring allocation	£2,047
Schools contribution towards the Tutoring allocation (25%)	£681.65
Pupil premium funding carried forward from previous years	£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

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 which 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:

- 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 and educational visits. 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.
- Additional support of 14.08hrs a week for pupils in EYFS.

Challenges

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

Challenge number	Detail of challenge
1	Low 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

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: £39290.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture group set up for KS1 pupils (4 days a week) £20,860	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. We have a member of staff in KS1 who supports the mental health and well-being of pupils across 3 classes in KS1.	5, 1, 2, 3

<p>Additional support for EYFS pupils (14.08hrs a week) £10283</p>	<p>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.</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>5, 1, 2, 3</p>
<p>Additional Support for KS1 pupils £4988</p>	<p>EEF guidance suggests that individual and small group work in English and Maths can raise confidence and attainment.</p>	<p>2</p>
<p>CPD for the high quality of teaching £1983.50</p> <p>Phonics SSP current cost including access for parents: £1176.46</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>EEF best practice Quality First Teaching.</p> <p>We are looking at the way we teach phonics, the SSP and the reading books the pupils take home. We have applied to become a partner school in the English hub – Phonics - to support our staff with the delivery and teaching of phonics which will impact on the outcomes for our children in the Phonics screen, Reading and Writing.</p>	<p>2, 3</p>
<p>Language rich environment in EYFS £0- included as part of quality first teaching strategies</p>	<p>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.</p> <p>EYFS to have a language rich environment and staff to model high quality language to support the pupils' development.</p>	<p>5</p>

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

Budgeted cost: £8958 (Expecting clawback of £2047 for tutoring as we are not providing 1-1 outside of school hours but allocating support staff with a specific intent within the school day)

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA cost for intervention (groups and 1-1) in phonics, reading, writing and maths £8958	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.	2

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

Budgeted cost: £5147.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raise attendance: £3420 Annual cost of staff time spent phoning, meeting and home visiting persistent absentees.	EEF – Attendance interventions 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.	3
Parental engagement: Cost of Craft days- £500 Cost of Arts Week Parent Experience £500	EEF - The importance of parent engagement in children's learning is widely acknowledged. School has implemented a communication platform – Dojo to improve communication between school and parents. Parent can see what their child is learning,	1

	Workshops are set up (via Teams or meetings in school) to help parents in supporting their child at home.	
Trips: £660 £67.50	EEF- Enrichment Trips can now take place to allow us to enhance the curriculum and ensure that all children have the opportunity to access this.	2, 4, 5

Total budgeted cost: £53,396.46

Part B: Review of outcomes in the previous academic year

Please note that this review has been undertaken and recorded on our previous format (available on our website) for 2020-2021. In future years we will record on this three-year strategy document.