

Pupil premium strategy statement

School overview

Metric	Data
School name	Ashtree Primary School & Nursery
Pupils in school	410 pupils N – Y6
Proportion of disadvantaged pupils	1 EYPP 106 PP
Pupil premium allocation this academic year	£137.190
Academic year or years covered by statement	2020 2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Ms Kirwan Headteacher
Pupil premium lead Pupil Premium Support	Mrs Maria Janes Mrs Saroj Somiah
Governor lead	Bill Spicer

Disadvantaged scores for last academic year

Measure	Score
Progress Reading	NA
Progress Writing	NA
Progress Maths	NA
Meeting expected standard Reading	NA
Achieving high standard Reading	NA
Meeting expected standard Writing	NA
Achieving high standard Writing	NA
Meeting expected standard Maths	NA
Achieving high standard Maths	NA
Meeting expected standard RWM	NA
Achieving high standard RWM	NA

Strategy aims for disadvantaged pupils

Priority	Activity
<p><u>Priority 1</u> To secure an increased percentage of disadvantaged pupils at KS2 achieving Greater Depth in both Maths and RWM combined.</p>	<p>Training provided for all staff in evidenced intervention and quality first teaching particularly in Working Memory, Quality Feedback, addressing mathematical gaps in learning and challenge through Quality First teaching. UKS2 targeted support for HPA PPG pupils in Maths.</p>
<p><u>Priority 2</u> To address identified gaps in learning in Reading, Writing and Maths to achieve positive progress for disadvantaged pupils.</p>	<p>All staff using gaps analysis tools to identify gaps in learning. Pre-teaching, planned targeted support and immediate 'catch-up' activities implemented throughout KS1 and KS2</p>
<p><u>Priority 3</u> To address identified gaps and barriers to ensure that disadvantaged pupils achieve age related expectations in Y1 Phonics Screening, in line national comparators.</p>	<p>Staff to receive training in identifying and addressing gaps in phonics development. Vocabulary acquisition and phonics intervention is effectively delivered to targeted pupils to secure accelerated progress.</p>
<p><u>Priority 4</u> To address the gap in language development of those eligible for EYPP funding.</p>	<p>Targeted support delivered by Wellcomm trained staff through dedicated time. To secure Eiklan training for staff new to post and to effectively use the expertise of current trained staff.</p>
<p><u>Priority 5</u> To increase attendance percentages for disadvantaged pupils</p>	<p>To run targeted clubs and provide support for disadvantaged families.</p>
<p><u>Priority 6</u> To support the emotional wellbeing and mental health of all pupils and families.</p>	<p>Continue to purchase the services of a trained counsellor and school family worker. To deliver pastoral support through a trained teaching assistant. To keep the training of the mental health lead up to date and extend this to a deputy mental health lead. To purchase targeted support for individual families through external services.</p>
<p><u>Total budget</u></p>	<p>£ 137.190</p>

Aim	Target	Target date
Progress in Reading	Achieve progress scores in KS2 Reading of 0 or higher for disadvantaged pupils	Sept 21
Progress in Writing	Achieve progress scores in KS2 Writing of 0 or higher for disadvantaged pupils	Sept 21
Progress in Mathematics	Achieve progress scores in KS2 Maths of 0 or higher for disadvantaged pupils	Sept 21
Achievement in RWM combined	To secure increased percentage of disadvantaged pupils achieving greater depth in RWM	Sept 21
Phonics	Achieve national average expected standard in PSC for disadvantaged pupils	Sept 21
Other	Improve attendance of disadvantaged pupils in line with Hertfordshire average	Sept 21

Teaching priorities for current academic year

Priority	Activity
<p>Priority 1 To address identified gaps in learning in Reading, Writing and Maths to achieve positive progress for disadvantaged pupils.</p>	<p>Purchase and implement the HfL Back-on-Track programme for Literacy & Maths. Work with Literacy TLA and subject lead to implement a precision, re-focusing; prioritising approach. Staff training and resources from this approach to support the teaching. Staff to receive training in identifying and addressing gaps in subject progress. Use of the government catch-up funding and tutoring program to support key pupils. Same day intervention implemented through pre-teaching and over-learning for disadvantaged and SEND pupils</p>
<p>Priority 2 To secure an increased percentage of disadvantaged pupils at KS2 achieving Greater Depth in both Maths and RWM combined.</p>	<p>Training provided for all staff in evidenced intervention and quality first teaching particularly in Working Memory, Quality Feedback, addressing mathematical gaps in learning and challenge through Quality First teaching. Same day intervention implemented through pre-teaching and over-learning for disadvantaged.</p>
<p>Priority 3 To address identified gaps and barriers to ensure that disadvantaged pupils achieve age related</p>	<p>Vocabulary acquisition and phonics intervention is effectively delivered to targeted pupils to secure accelerated progress.</p>

expectations in Y1 Phonics Screening, in line national comparators.	
<p>Priority 4</p> <p>To address the gap in language development of those eligible for EYPP funding.</p> <p>To support pupils to be back-on-track after school closures.</p>	<p>Targeted support delivered by Wellcomm trained staff through dedicated time.</p> <p>To secure Elklan training for staff new to post and to effectively use the expertise of current trained staff.</p> <p>To run targeted clubs and provide support for disadvantaged families.</p> <p>To purchase EYFS resources for Nursery, Reception and Year 1</p> <p>To purchase the EYFS back-on-track resources and training.</p>
<p>Priority 5</p> <p>To support the emotional wellbeing and mental health of all pupils and families.</p>	<p>Continue to purchase the services of a trained counsellor and school family worker.</p> <p>To deliver pastoral support through a trained teaching assistant.</p> <p>To keep the training of the mental health lead up to date.</p> <p>To purchase targeted support for individual families through external services.</p>
Spend	£ 50,000

Targeted academic support for current academic year

Measure	Activity
<p>Back on Track: Mathematics & English packages support Subject Leaders and teachers to prepare for the effective delivery of the curriculum upon wider school opening. They ensure that key learning is prioritised, breadth is maintained and learning sequences reactivated as well as addressing missed and insecure learning before new content is taught.</p>	<p>Purchase and implement the HfL Back-on-Track programme for Literacy. Work with Literacy TLA and subject lead to implement a precision, re-focusing; prioritising approach.</p>
<p><u>Barriers to learning these priorities address</u></p>	<p>Gaps in learning and a need to reactivate prior learning as a result of national and local lockdowns.</p>
<p>Ensure accelerated progress for those eligible for EYPP in order that they catch up to their peers.</p>	<p>Purchase the back on track materials and access support for key staff in the delivery of pre number, reading and writing strategies.</p>
<p><u>Barriers to learning these priorities address</u></p>	<p>Low vocabulary, language and communication on entry for identified groups.</p> <p>The need for targeted support with reading and phonics development for identified groups in addition to quality teaching.</p> <p>School attendance during lockdown.</p>

Secure an increased percentage of disadvantaged pupils at KS2 achieving Greater Depth in both Maths and RWM combined.	Specific targeted support delivered to high prior attaining disadvantaged pupils in KS2 alongside workshops for pupils and parents.
Address identified gaps in learning in Reading, Writing and Maths to achieve positive progress for disadvantaged pupils.	Teaching Assistant and teachers to deliver high quality pre-teaching, targeted support and 'catch-up' support to rapidly address gaps in learning.
<u>Barriers to learning these priorities address</u>	Gaps in learning and a need to reactivate prior learning as a result of national and local lockdowns.
Projected spending	£60,000

Wider strategies for current academic year

Measure	Activity
To increase attendance percentages for disadvantaged pupils	To monitor and follow-up absence and persistent absence through first day response, letters to and meetings with parents and to follow county guidelines on parent fines.
To support the emotional wellbeing and mental health of all pupils and families.	Continue to purchase the services of a trained counsellor and school family worker. To deliver pastoral support through a trained teaching assistant. To keep the training of the mental health lead up to date and extend this to a deputy mental health lead. To purchase targeted support for individual families through external services.
<u>Barriers to learning these priorities address</u>	The impact of absence on learning and progress. The impact that pupil and family mental health and wellbeing needs have on learning and progress. The impact of national and local lockdowns on disadvantage and mental health.
Projected spending	£50,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Gaps in learning and a need to reactivate prior learning as a result of national and local lockdowns. The impact of Covid measures on the usual monitoring methods.	All staff to receive distanced training on feedback and marking. All subject leads and phase leads to receive training on monitoring under current Covid measures HfL Back on Track materials and training accessed for maths, literacy and EYFS

Targeted support	<p>Ensuring that all staff involved in delivery receive the most up to date training.</p> <p>Ensuring that the delivery of targeted support is regularly monitored and accurately meets the needs of the identified pupils</p> <p>Impact of Covid restrictions on the delivery of same day interventions</p>	Staff to receive up to date guidance and training in the delivery of a same / next day intervention model.
Wider strategies	The number of families and pupils needing support with emotional wellbeing is increasing, along with the expertise needed to support them.	The Mental health Lead is up to date on all available resources and support and is a contact point for families and staff needing advice or emotional wellbeing support.

Review: last year's aims and outcomes 2019 2020

Intervention	Cost	Outcome
<u>Priority 1</u> To secure an increased percentage of disadvantaged pupils at KS2 achieving Greater Depth in both Maths and RWM combined.	£	Both the intervention and the data necessary to monitor impact not available due to national lockdowns.
<u>Priority 2</u> To address identified gaps in learning in Reading, Writing and Maths to achieve positive progress for disadvantaged pupils.	£	Both the intervention and the data necessary to monitor impact not available due to national lockdowns.
<u>Priority 3</u> To address identified gaps and barriers to ensure that disadvantaged pupils achieve age related expectations in Y1 Phonics Screening, in line national comparators.	£40,000	Both the intervention and the data necessary to monitor impact not available due to national lockdowns.
<u>Priority 4</u> To address the gap in language development of those eligible for EYPP funding.	£30,000	Both the intervention and the data necessary to monitor impact not available due to national lockdowns.
<u>Priority 5</u> To increase attendance percentages for disadvantaged pupils	£20,000	Both the intervention and the data necessary to monitor impact not available due to national lockdowns
Early morning clubs, robust monitoring and meetings with families to support raised attendance.	£10,000	Both the intervention and the data necessary to monitor impact not available due to national lockdowns