

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	4 EYPP 96 PP
Pupil premium allocation this academic year	£141,240
Academic year or years covered by statement	2019 2020
Publish date	September 2019
Review date	July 2020
Statement authorised by	Ms Kirwan Headteacher
Pupil premium lead Pupil Premium Support	Mrs Maria Janes Mrs Saroj Somiah
Governor lead	To be confirmed

Disadvantaged scores for last academic year

Measure	Score
Progress Reading	-2.6
Progress Writing	0.2
Progress Maths	-5.5
Meeting expected standard Reading	53%
Achieving high standard Reading	7%
Meeting expected standard Writing	73%
Achieving high standard Writing	20%
Meeting expected standard Maths	40%
Achieving high standard Maths	0%
Meeting expected standard RWM	33%
Achieving high standard RWM	0%

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 Eklan 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>£ 141,240</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

Measure	Activity
<u>Measure 1</u> All staff to use effective feedback and planned challenge to secure progress for high prior attaining pupils in Writing and Maths	In-house staff training in well evidenced strategies for effective feedback and marking. PPG lead to attend HfL training and to signpost all staff to research. MA lead to attend HfL training to support challenge in KS2 Maths delivery.
<u>Measure 2</u> Planning and delivery of whole class teaching is informed by pupil need and identified gaps, to suitably challenge all pupils. With a particular focus on high prior attaining disadvantaged pupils.	All staff to use HfL gaps analysis tools to identify next steps in Maths and the linked planning documents to address these. Paid for training in school from HfL subject advisors in mathematical development and challenge. Maths and Literacy subject leads to deliver staff development training in the planning and delivery of challenge and meeting pupil need.
<u>Measure 3</u> EYFS staff to continue to develop and use high quality interactions, provision and observations to secure progress for all pupils with a focus on disadvantaged pupils, particularly boys.	Phase Leaders to provide in house training and development for EYFS staff. Secure update training for those staff working predominantly with disadvantaged pupils.
<u>Identified need that these Actions will address</u>	Teachers make good use of assessment information to set work which consistently matches individual pupils' needs High prior attaining pupils are set work which is suitably challenging in order for them to be assessed as working at greater depth Staff use evidence-based whole-class teaching interventions

Projected spending	£40,000
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Targeted academic support for current academic year

Measure	Activity
<u>Measure 1</u> Ensure accelerated progress, through quality provision, for those readers below age related expectation.	Secure paid for training for all staff to be able to effectively support reading throughout the school. To continue the delivery of targeted support for disadvantaged pupils to ensure at least positive progress in Reading.
<u>Measure 2</u> Raise the attainment of disadvantaged pupils in the Y1 phonics screening to be in line with non-PPG pupils within school.	Vocabulary acquisition and phonics intervention is effectively delivered to targeted pupils to secure accelerated progress.
<u>Measure 3</u> Ensure accelerated progress for those eligible for EYPP in order that they catch up to their peers.	To continue the delivery of targeted support by a dedicated trained member of staff to Nursery pupils identified as low in Communication and Language on entry.
<u>Barriers to learning these priorities address</u>	Low vocabulary, language and communication on entry for identified groups. The need for targeted support with reading and phonics development for identified groups in addition to quality teaching.
Projected spending	£30,000
<u>Measure 4</u> 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.
<u>Measure 5</u> 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>	Key groups of pupils have been identified as not progressing rapidly enough through the Reading, writing and particularly Maths curriculum. A proportion of disadvantaged pupils identified during the Pupil Premium Review 2018 that they did not feel sufficiently challenged by their work. Analysis of underperforming pupils at KS2 identified that gaps in learning earlier in their school career had not been effectively addressed.
Projected spending	£20,000

Wider strategies for current academic year

Measure	Activity
<p><u>Strategy 1</u></p> <p>To increase attendance percentages for disadvantaged pupils</p>	<p>KS1 and KS2 to run targeted clubs before school to support increased attendance.</p> <p>Key Pupil Premium pupils to be supported with attendance at breakfast club.</p> <p>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.</p>
<p><u>Strategy 2</u></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 and extend this to a deputy mental health lead.</p> <p>To purchase targeted support for individual families through external services.</p>
<p>Barriers to learning these priorities address</p>	<p>The impact of absence on learning and progress.</p> <p>The impact that pupil and family mental health and wellbeing needs have on learning and progress.</p>
<p>Projected spending</p>	<p>£25,000</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
<p>Teaching</p>	<p>Time to support and monitor staff implementation</p>	<p>Phase leaders receive training in observation and book scrutiny to increase the capacity of leaders.</p> <p>Phase leaders attending HfL training in raising the quality of teaching within their phase.</p> <p>Regular time given during whole staff and phase development meetings to these key areas of training.</p>
<p>Targeted support</p>	<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>PPG lead and Maths and Literacy lead to be released to attend training for support staff.</p> <p>Regular development meetings with middle leaders to ensure that consistent messages and support are given and that the targeted support is addressing identified gaps.</p> <p>A PPG shadow was created this year to increase capacity for leadership.</p>

Wider strategies	The number of families and pupils needing support with emotional wellbeing is increasing, along with the expertise needed to support them.	<p>The Mental Health Lead (Deputy Head) receives regular update training.</p> <p>The school have appointment a deputy mental health lead (Assistant Head Teacher) who will attend the Mental Health First Aid training this year.</p> <p>The Mental Health Lead accesses external agencies where available to deliver support to families and pupils.</p>
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Review: last year's aims and outcomes 2018 2019

Intervention	Cost	Outcome
<p>A dedicated Elklan trained TA to work on developing communication and language skills for EYPP pupils <i>'Children who struggle with language at five are six times less likely to reach the expected standard in English at age 11 than children who have had good language skills at five, and ten times less likely to achieve the expected level in maths. Children with poor vocabulary at age five are more than twice as likely to be unemployed at age 34 as children with good vocabulary'</i> <i>The Communication Trust 2017</i></p>	£10,000	<p>100% of the pupils eligible for EYPP funding made accelerated progress in Communication and Language (CL) during their time in Nursery. With 58% achieving Age Related Expectations in CL and 29% in Literacy.</p> <p>This member of staff has left and a new one appointed without Elklan at the moment.</p>
<p>Booster classes and 1:1 intervention outside of lesson times <i>'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.'</i> <i>The Education Endowment Foundation.</i></p>	£35,000	<p>The booster classes were successful in supporting progress and an increase in confidence for those pupils that attended. This impact was most evident in the 1:1 support. However the uptake of these sessions means that we will not be continuing them</p>
<p>In school intervention and targeted teaching with the related resources. Delivered outside of Maths and English lessons.</p>	£40,000	<p>The most successful in school strategies were delivered regularly to small groups of children, out of the Literacy and Numeracy lesson. The number of strategies delivered in 2018 2019 has been reduced to those that show the biggest impact in school or nationally.</p>
<p>School Family Worker and counsellors to support the emotional well-being and positive mental health of pupils and families.</p>	£30,000	<p>Feedback shows that this input has a positive impact on family life, readiness to learn and emotional well-being and mental health. 36 children and 17 parents accessed support from the school family worker and 5 children accessed counselling support.</p>
<p>Supporting pupils reading and comprehension through additional trained adults reading with children supporting their comprehension skills. <i>'Research shows that reading for pleasure can reduce the symptoms of depression, build empathy and help us build relationships with others.'</i></p>	£20,000	<p>This intervention has been successful in raising the enjoyment of reading for key groups of pupils, given children access to high quality texts and supported those families where</p>

<p><i>The Reading Agency</i> <i>'Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly' OECD 2010</i></p>		<p>reading at home was proving difficult to manage.</p>
<p>Early morning clubs, robust monitoring and meetings with families to support raised attendance.</p>	<p>£10,000</p>	<p>Early morning clubs are well attended with the attendance for pupil premium pupils raising slightly from 93.5% attendance in 2017 – 2018 to 93.7% in 2018 - 2019</p>