

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	Ashtree Primary School & Nursery
Number of pupils in school	335 YR – Y6 29 Nursery
Proportion (%) of pupil premium eligible pupils	26.2 PP
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 -2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs Maria Janes
Pupil premium lead	Pam Ruprai
Governor / Trustee lead	Bill Spicer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117, 015
Recovery premium funding allocation this academic year	£12600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£40000
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	£169,615

Part A: Pupil premium strategy plan

Statement of intent

It is Ashtree Primary School & Nursery's vision to 'create a school community which is safe, understanding, aspirational and which values reading, and where curriculum design challenges pupils to succeed in life emotionally, socially and intellectually'.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged and vulnerable pupils to achieve that goal, including progress for those who are already high attainers.

Ashtree strives to diminish the difference in attainment and progress between disadvantaged and non-disadvantaged learners within a caring, secure and safe environment.

Challenges

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

Challenge number	Detail of challenge
1	There is a gap in phonic knowledge and skill between disadvantaged and non-disadvantaged pupils. This negatively impacts their development as readers.
2	Access to high quality reading books at home.
3	Attendance of PP group at 88.9% compared to Non-PP at 93.8%.
4	Pupils with specific communication and language needs which impact their learning.
5	Many pupils do not have access to additional opportunities that are needed to provide a rounded education and the characteristics that lead to successful employment in the future.
6	Complex family situations for many of our PP pupils.
7	Pupils with specific social and emotional needs which impact their learning.
8	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.

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 close the gap in phonic knowledge and skill between disadvantaged and non-disadvantaged pupils.	<p>All teachers have the knowledge, skill and ability to confidently provide high quality phonics teaching in line with school and national guidance and policy.</p> <p>Parents feel that they are given the skills, resources and information needed to support their pupils with reading and phonics.</p>
To improve reading skills and enjoyment for all pupils by increasing their access to high quality texts.	<p>All classrooms have access to high quality books which accurately reflect the phonic phases, skills and knowledge taught.</p> <p>Parents are informed about high quality texts to purchase for home.</p> <p>Teaching plans for and uses high quality texts to support writing, reading and cross curricula content.</p>
Improved reading attainment among disadvantaged pupils.	Improved Y1 phonics screening results, KS1 reading scores and particularly KS2 reading scores.
Work with families to improve attendance and punctuality for disadvantaged pupils	<p>Attendance shows that the gap between disadvantaged and non-disadvantaged pupils has decreased.</p> <p>Pupils with persistent absence are now attending school regularly. The attendance for these pupils has significantly increased.</p> <p>The number of pupils that are persistently late into school decreases.</p>
To improve the emotional and mental health needs of pupils resulting in pupils' wellbeing becoming more positive and in some cases where appropriate, attendance to improve	<p>The school has an embedded, whole school, therapeutic approach to managing behaviour</p> <p>Staff are trained to recognise and support pupils with mental health difficulties.</p> <p>Disadvantaged pupils with emotional and mental health difficulties have suitable, targeted support and intervention.</p> <p>Parents of pupils with more complex mental health difficulties are supported to access relevant external agencies.</p> <p>Qualitative data, pupil and parent voice shows that the emotional wellbeing of disadvantaged pupils is improving.</p>

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: £ 10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1 and 2 and 8
Access training and coaching for all staff in the delivery phonics and supporting early reading. Developing a consistent approach in line with school policies and National Guidance.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1 and 8
Access training for staff in supporting children with communication and	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 & 4

language difficulties. E.g. delayed language, S&L, EAL		
Embed the Zones of Regulation and therapeutic approach of STEPS. Ensuring that all staff are trained to a high standard across the school	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	6 & 7

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

Budgeted cost: £ 53,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 4 & 5 & 8

Introduce a consistent approach to 'soft starts' in class and sensory circuits available to all. Creating a sensory room	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	3, 5 & 7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 105,615

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the Mental Health Support Team and developing the role of our link Mental Health Support Practitioner	https://www.hpft.nhs.uk/news/transforming-pupils-and-young-people-s-mental-health/ Hertfordshire chosen as a national trailblazer in school mental health support EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	2 and 6 and 7
Continue to engage with Stevenage Educational Trust and develop the role of our link Family Support Worker and specific pastoral support services.	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5, 6 and 7
Subsidised costs to allow disadvantaged pupils to attend Breakfast and afterschool clubs. Subsidised costs to support disadvantaged pupils to access school trips and extra curricular opportunities.	https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf	3, 5 & 6
Access specific training for Midday Supervisory Assistants. To ensure a consistent approach to behaviour management	<p>Analysis of behaviours and CPOMS reports identified a need for further training and additional adults in order to provide specific activities to identified pupils.</p> <p>Based on experiences in local schools effective use of MSAs has a positive impact on wellbeing and behaviour at lunchtime.</p>	4,5,6

	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	
Employ Midday Assistants (MSA) at KS1 and KS2 to deliver small group activities for specific pupils e.g. specific sensory games both indoors and outside.	Analysis of behaviours and CPOMS reports identified a need for further training and additional adults in order to provide specific activities to identified pupils. Based on experiences in local schools effective use of MSAs has a positive impact on wellbeing and behaviour at lunchtime. Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4,5,6
Purchase high quality texts for use in school both in reading and throughout the curriculum.	Through a programme of book matching and assessing the suitability of the books in school that are available to our children we have identified a need to update our resources enabling access for all to high quality reading books.	2

Total budgeted cost: £ 169,615

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.