

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 - 2023 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	308
Proportion (%) of pupil premium eligible pupils	12.5% EYPP 21.6% PP
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 -2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs Maria Janes
Pupil premium lead	Pam Ruprai
Governor / Trustee lead	Bill Spicer

## Funding overview academic Year 2022 2023

Detail	Amount
Pupil premium funding allocation this academic year	£117,725
Recovery premium funding allocation this academic year	£7830.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£125,555.00

# 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%. <i>Autumn 1 2022 – 2023 Pupil premium 90.1% Non-Pupil Premium 93.7%</i>
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	<p>Our assessments and observations indicate that the education and wellbeing 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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>
---	---

## 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>

<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>	<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>
<p>Engagement with the tutoring program</p>	<p>Children with access to high quality tutors narrow the gap between themselves and their peers by the end of EYFS / KS1/ KS2</p>
<p>All staff have a high level of subject and pedagogical knowledge.</p>	<p>CPD supports teachers and support staff to deliver the curriculum intent.</p> <p>Particularly in the teaching of reading, early reading and phonics, maths, early maths and assessment for learning.</p>

## Activity in this academic year 2022 2023

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: £ 50,000 (supply cover and training cost)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access CPD through HfL to support leaders and teachers with gaps analysis, use of AfL, delivery of quality first teaching across all core subjects  Supporting staff to implement the curriculum	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a> effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes	8

across all subjects as intended. Ensuring that all pupils know more and remember more.		
Access training and coaching for all staff in the delivery of maths and supporting early maths development. Developing a consistent approach in line with school policies and National Guidance.	<p>Recommendations include integrating maths into different activities throughout the day – for example, at registration and snack time – to familiarise children with maths language and make the most of the school day.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p>Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 and 8
Access training for staff in supporting children with communication and language difficulties. E.g. delayed language, S&L, EAL	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1 & 4

<p>Embed the Zones of Regulation and therapeutic approach of STEPS. Ensuring that all staff are trained to a high standard across the school</p> <p>Review and adapt playground provision to support children's social skills and behaviours Training for MSA leads and involvement with TLA from HfL</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	<p>6 &amp;7</p>
---	---	-----------------



<p>Additional CPD to ensure all staff are able to deliver high quality education in line with curriculum intent and pedagogical research.</p> <p>Curriculum design – sequenced clear curriculum that ensures all teachers know what to teach, why and when.</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-prior-knowledge-and-pupil-misconceptions">https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-prior-knowledge-and-pupil-misconceptions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p> <p><a href="https://www.gov.uk/government/collections/curriculum-research-reviews">https://www.gov.uk/government/collections/curriculum-research-reviews</a></p>	<p>All areas</p>
---	--	------------------

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

Budgeted cost: £ £7830.00 recovery premium £30,000 PP

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	<p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/small-group-tuition/">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 4 & 5 & 8

the pupils who receive tutoring will be disadvantaged, including those who are high attainers.		
Introduce a consistent approach to 'soft starts' in class and sensory circuits available to all. Creating a sensory room	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	3, 5 & 7
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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 and 2 and 8

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

Budgeted cost: £37,725.00

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	<a href="https://www.hpft.nhs.uk/news/transforming-pupilshttps://www.hpft.nhs.uk/news/transforming-children-and-young-people-s-mental-health/and-young-people-s-mental-health/">https://www.hpft.nhs.uk/news/transforming-pupilshttps://www.hpft.nhs.uk/news/transforming-children-and-young-people-s-mental-health/and-young-people-s-mental-health/</a>  <a href="#">Hertfordshire chosen as a national trailblazer in school mental health support</a>  <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	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.	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-fullhttps://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authoritiesattendance-actions-for-schools-and-localhttps://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authoritiesauthorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-fullhttps://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authoritiesattendance-actions-for-schools-and-localhttps://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authoritiesauthorities</a>  <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	5, 6 and 7

<p>Subsidised costs to allow disadvantaged pupils to attend Breakfast and afterschool clubs.</p> <p>Subsidised costs to support disadvantaged pupils to access school trips and extra curricular opportunities.</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils</a><a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-resreading-writing-and-maths-res">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-resreading-writing-and-maths-res</a></p> <p><a href="https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf">https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf</a></p>	3, 5 &6
<p>Access specific training for Midday Supervisory Assistants. To ensure a consistent approach to behaviour management</p> <p>Support from TLA at HfL for SSAs alongside PPG funding for training and playground experience.</p>	<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> <p>Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	4,5,6
<p>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.</p>	<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> <p>Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	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: £ 125,555.00**

## 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 2021 2022 academic year.

*During 2021 2022 a large proportion of our Pupil Premium Grant was again spent supporting pupils and families with the impact of the pandemic. There has been an increase in the need for mental health and financial support, and a need to accurately identify the gaps in learning as a result of the pandemic. During the academic year 2022 2023 we can now use the funding to build on the support this year by investing in training for staff in the delivery of phonics, maths and the delivery of our new curriculum. Ensuring that we move from an intervention approach to a quality first teaching and responsive teaching approach.*

<p>There is a gap in phonic knowledge and skill between disadvantaged and non-disadvantaged pupils. This negatively impacts their development as readers.</p>	<p><i>All teachers have the knowledge, skill and ability to confidently provide high quality phonics teaching in line with school and national guidance and policy.</i></p> <p>Little Wandle was introduced following the Dec 22 inspection. All teachers and the majority of TAs now received training. A Phonics Lead created, engaging in The English Hub support, the Y1 phonics screening project HfL.</p> <p>Monitoring by leaders and advisors shows that best practice by teachers is of a high quality, focusses on the lowest 20% and effective catch up alongside an ambitious curriculum ensuring that all pupils have access to age-appropriate phonic teaching.</p> <p>Results from the KS1 phonic screening were lower than previous years however, tutoring and catch-up have been accurately directed at those pupils not achieving the screening or age-related phonic levels and this will be continued next year.</p> <p>Reception – 21/22 by the end of the academic year, all children were on track with their phonics. This cohort began the Little Wandle teaching mid-year and teachers ensured that they had access to the full Reception curriculum through additional sessions.</p> <p>Y1 8/38 PPG children – 5/38 passed = 13.1% 5/8 passed = 62.5%</p> <p>Y2 7/40 PPG children – 6/40 passed = 15% 6/7 passed = 85.7%</p> <p>Gaps between disadvantaged and non-disadvantaged pupils is not closing.</p>
---	---

	<p>2021 2022 Y6:  Reading at KS2 EXS PP = 53%  EXS No-PP = 76%  GDS PP = 6%  GDS Non-PP = 24%</p> <p>PTA funding, English Hub funding alongside PP funding £15,000– purchase of accurately matched books to children’s phonics knowledge. Purchase of Little Wandle ensuring consistent teaching of phonics throughout the school.</p>
Access to high quality reading books at home.	<p>Purchase of books as above plus further books purchased through fundraising to ensure that books going home are accurately matched to the children’s phonic ability.  Reception to Y4 have access to high quality books which accurately reflect the phonic phases, skills and knowledge taught.</p> <p><i>Teaching plans for and uses high quality texts to support writing, reading and cross curricula content.</i>  Texts for writing units have been planned for high quality and ensuring that they have examples of the elements being taught. These are in place Y1 – Y6.</p>
Attendance of PP group at 88.9% compared to Non-PP at 93.8%.	<p>Attendance shows that the gap between disadvantaged and non-disadvantaged pupils has decreased.  Pupils with persistent absence are now attending school regularly. The attendance for these pupils has significantly increased.  Covid absences have greatly impacted on attendance during 2021 – 2022  Attendance has improved slightly for Pupil Premium children however this is still a priority with persistent absentee numbers increasing.  2022 – 2023 this continues to be a priority for all pupils. With training needed for new admin staff  Further analysis of the reasons for non-attendance needed 2022 - 2023</p>
Pupils with specific communication and language needs which impact their learning.	<p>Staff within the setting have Wellcomm training and this tool is used to accurately identify gaps and needs.  Within EYFS there is a focus on vocabulary and language development.</p>



	<p>Acting SENDCo Sept 21 and new SENDCo Jan 22 have made effective referrals for external support the current SENDCo is attending the SENDCo qualification ensuring good practice.</p> <p>Vocabulary has a high focus in the new curriculum supporting the 'word gap' for Pupil Premium Children.</p>
<p>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.</p>	<p>This has been difficult to implement in 2021 2022 due to the impact of Covid Summer Term 2022 saw the return of trips and opportunities where we supported families to access these opportunities.</p> <p>We have worked hard last year to keep as many opportunities as possible for extracurricular learning. We have been able to start back up with a range of after school clubs and have ensured that KS2 children have had their residential visit. Swimming lessons have taken place. Peripatetic music teachers have also continued to provide lessons to the children. At Christmas an outdoor Carol Concert took place. Throughout the year the Parent Teacher Association involvement has increased.</p>
<p>Complex family situations for many of our PP pupils.</p>	<p><i>Parents of pupils with more complex mental health difficulties are supported to access relevant external agencies.</i></p> <p>Qualitative data, pupil and parent voice shows that the emotional wellbeing of disadvantaged pupils is improving.</p> <p>During lockdowns and throughout the pandemic parents were given support through doorstep visits, vouchers for food and basic needs.</p> <p>School Family Worker referrals and engagement in Family First Assessments have supported families with specific and specialised needs.</p> <p>This area of support is still vital and will continue through 2022 – 2023.</p>
<p>Our assessments and observations indicate that the education and wellbeing 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.</p>	<p><i>The school has an embedded, whole school, therapeutic approach to managing behaviour</i></p> <p>Training for all staff in STEPS therapeutic approach with additional training for MSAs Sept 21</p> <p>Behaviour at lunchtime was a concern due to the impact of Covid and the lack of large groups games played by these children over lockdown. Next year a greater focus on lunchtime support through the PP strategy.</p>

	<p>MSAs confidence in supporting pupils increased after the training. MSA's shared that they were 'happy' to receive training, and 'felt a part of the school.'</p> <p>MSA's still need further support and the biggest success has been where KS2 SSA's have really followed the message of 'making the playground their own.' They have taken ownership over consequences, activities and replenishing equipment.</p> <p>Training for EYFS staff and Inc Lead in TAB</p> <p><i>Staff are trained to recognise and support pupils with mental health difficulties.</i></p> <p>MHST continue to provide support for a range of pupils. They have supported parents with pupil behaviour at home, worked with pupils on overcoming specific anxieties, emotional regulation, self-esteem and transition.</p> <p>85% of pupils have not needed additional mental health support after working with the MHST.</p> <p><i>Disadvantaged pupils with emotional and mental health difficulties have suitable, targeted support and intervention.</i></p> <p>13 PP pupils have accessed MHST support</p> <p>Referrals to SFW have been successful. Parent feedback is positive and we are reviewing progress half-termly which means the waiting list is shorter and moves faster.</p> <p>Next steps: training for all staff in addition to the training through trauma informed training and ACE's / STEPS training.</p> <p>Number of PP children accessing SFW / School Nurse.</p> <p>SFW – 2/7 children School Nurse – 0</p>

## 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
Stop and Think	EEF

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	