

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	Asfordby Hill Primary School
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2023/24
Date this statement was published	December 21
Date on which it will be reviewed	July 2022
Statement authorised by	P Millward (Headteacher)
Pupil premium lead	P Millward
Governor / Trustee lead	L Forrester

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,245
Recovery premium funding allocation this academic year	£2,465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£30,710

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

We aim to improve the accuracy and fluency of all our children's reading over the next two years, be able to support children with SEMH issues (the numbers of children with problems in this area have increased since the pandemic began, particularly our disadvantaged families), enhance children's oral language skills – particularly in EYFS, and ensure that the school has the staffing capacity to increase children's learning within the classroom through quality small group/1:1 support. This support will ensure disadvantaged children will be challenged in their learning and interventions will be rapid and focussed when identified. Through these aims, the gap in progress between pupil premium and non-pupil premium children will close further. In addition to these aims, we will ensure that the cultural capital of our disadvantaged and vulnerable children will increase through offering a broad curriculum with high quality literature, opportunities for all children to access school trips/residentials, visiting experts and providing a wide variety of extra-curricular clubs for all children to attend.

All staff will attend CPD that ensures first quality teaching of phonics for our youngest members of the school and also equip KS 2 staff with the skills to support those children who have not retained or understood previous learning. This year we have signed up to deliver NELI in our EYFS classroom to enhance these children's oral skills as some have come in with language needs. We would like to continue to be able to offer quality SEMH support through a variety of strategies such as ELSA sessions which involves a member of staff attending regular training/support sessions with the LA.. Sometimes children need to revisit concepts or require support during the classroom when learning: this small group support needs to be skilled, with immediate quality feedback and sometimes using structured pre-written material. We are aware that many of our pupil premium children would benefit from this support which would result in closing the progress gap.

Challenges

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

Challenge number	Detail of challenge
1	To continue to narrow the progress gap between pupil premium and non-

	pupil premium pupils in reading, writing and maths.
2	To widen the life experiences, whether first or second hand, of disadvantaged and vulnerable children.
3	To ensure that the school can offer quality SEMH support to those vulnerable children that require it (on and off the playground)

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
The gap in progress between pupil premium and non-pupil premium children will continue to narrow.	<p>The difference in average progress scores for each year group, in maths and reading, will be less than -4 average progress points.</p> <p>The difference in the percentage of children making expected progress in writing will be less than 6% (2 children) for each cohort.</p> <p>Our pupil premium children in EYFS will increase their oral language skills.</p>
Disadvantaged children will increase their knowledge of the world through new experiences.	<p>All disadvantaged children will have taken part in at least one extra-curricular activity.</p> <p>Every class will have a visit from an outside provider to enhance the curriculum.</p> <p>Every class will have high quality fiction and non-fiction books.</p> <p>Disadvantaged children (in relevant year groups) will be able to attend a residential trip and/or day trips</p>
Pupil premium children will be able to access high quality SEMH support.	<p>The school will have a trained ELSA.</p> <p>Staff will have training on how to support children in recognising and managing emotions.</p> <p>High quality books will be bought to support 1:1 informal chats on recognising and managing emotions.</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: £2650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Training and provision of high quality phonics teaching and resources	Phonics Toolkit Strand Education Endowment Foundation EEF	1
Further adapt 'The write stuff' to meet the needs of all our children	Improving literacy in KS 1 and EYFS and in KS 2 (EEF)	1
Continue to develop high quality teaching of mathematical and reading fluency	Improving mathematics in KS 1 and in KS 2 Improving literacy in KS 1 and EYFS and in KS 2 (EEF) Rasinski, Rikli + Johnston 2009	1

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

Budgeted cost: £23,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise the provision of skilled support assistants in the classroom for at least 80% of the week.	Great Teaching Toolkit Making the best use of teaching assistants (EEF)	1,3
Subsidise the tutoring of identified disadvantaged children	Small group tuition Toolkit Strand Education Endowment Foundation EEF	1
Pay for part of the subscription to mathletics to support regular and targeted guided practice	Improving mathematics in KS1 and EYFS (EEF) Rosenshine's principles of instruction EEF – digital technology	1

Train EYFS support staff in NELI	Nuffield Foundation EEF	1,3
Improve the quality of books on offer across the school	Improving literacy in KS 1 and EYFS and in KS 2 (EEF) – having a wide variety of books on offer for teachers to use when teaching comprehension strategies.	1

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

Budgeted cost: £ 5020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pay for residential/trip costs for disadvantaged families	EEF Sports participation increases engagement and attainment Learning is contextualised in concrete experiences and language rich environments Ofsted research (2019)	2,3
Offer a variety of after-school clubs and target pupil premium children to attend (pay if need be)		2,3
Make sure each class has at least one expert visit them to enhance the curriculum and life experiences		1,2,3
Train up an ELSA	EEF – Teaching and learning toolkit Educational Psychology in Practice	1,3
Subsidise the employment of a MDS to support SEMH on the playground.	EEF – Teaching and learning toolkit Improving social and emotional learning in primary schools	1,3

Total budgeted cost: £ 30,710

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.

Analysing internal progress data from year group to year group has proved challenging this year due to children not being in school for their end of year assessments.

Progress measures are therefore from Autumn term 2020 to Summer term 2021.

Reading

Year 6 All PP children made positive points progress. The difference in the two groups has closed to 2.2 points progress with non-pupil premium children making more progress.

Year 5 All PP children made positive points progress. The difference in the two groups has increased to 7 points. The pupil premium children in this cohort will be a focus next year.

Year 4 Due to much support of PP children (daily reading, fluency intervention), this group performed better than non-pupil premium children.

Year 3 The difference in the two groups has increased to 8 points. The pupil premium children in this cohort will be a focus next year.

Year 2 All PP children made positive points progress. There is now little difference in the two groups.

Year 1 All children in this cohort made negative points progress. There is now a 3 point difference in progress points with non-pupil premium children making greater progress. difference in their progress scores.

Maths

Year 6 All PP children made positive points progress. The PP children made greater progress (on average) than Non-Pp children.

Year 5 All PP children made positive points progress. The difference in the two groups has closed by 2 points progress.

Year 4 There is a difference of 5 points progress with Non-pupil premium children progressing more quickly. (Over half of the PP children are also on the SEND register)

Year 3 All PP children made positive points progress. The difference in the two groups has closed to 5 points progress. Still work to be done in supporting these children.

Year 2 All PP children made positive points progress. There is now little difference in the two groups.

Year 1 All children in this cohort made negative points progress. There is now no difference in their progress scores.

Writing

There is no significant difference in writing progress between pupil premium and non-pupil children. Children who did not make expected progress have been identified, throughout the school and targeted for additional support in class next year.

EYFS More disadvantaged children achieved GLD than non-disadvantaged children.

A trained ELSA was available to offer SEMH support for all children in the school of which disadvantaged children benefitted. They were also supported with small group and 1:1 time, parental engagement strategies and lunch time structured play support.

The pupil premium grant supported the school in buying i-pads. This resulted in 10 pupil premium children being able to access our remote learning provision during lockdown and continue with their education/be supported whilst staying at home.

During the last academic year, we were able to run some extra curricular activities, targeting 6 pupil premium children to take part. Socialising with their peers (incredibly important after isolating) and applying learning in context developed the confidence and language of these children.

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
Bug Club	Pearson
Nessy	Nessy
Toe by Toe	Toe by Toe
Mathletics	3P learning
Write Stuff	Jane Considine

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?	Support Assistants delivering rapid intervention and support in learning, SEMH support through ELSA and small

	group talk time and ensure the school can support service children with the remote learning offer.
What was the impact of that spending on service pupil premium eligible pupils?	4 service children were able to access high quality teaching through provision of i-pads to take home. Service children were supported with mental health/anxiety problems when parents were posted from home and as a result of lockdown. 86% of our Service children accessed intervention support in maths, reading and writing – they made at least expected progress in these subjects.