

# Pupil premium strategy statement - 2022

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 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 the following academic years 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	12%
Academic years that our current pupil premium strategy plan covers	2022 - 2025
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	P Millward
Pupil premium lead	P Millward
Governor / Trustee lead	L Forrester

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,240
Recovery premium funding allocation this academic year	£3,480
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	£36,720

# 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 and writing over the next three years, continue 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) using skilled and professional support, and ensure the school has the staffing capacity to accelerate the children's learning within the classroom through quality small group/1:1 support. 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 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 and after school care for all children to attend.

### **How does your current pupil premium strategy plan work towards achieving those objectives?**

We are implementing our new phonics programme (Supersonic Phonics friends), aiming to ensure consistent, high quality phonics teaching to our children in EYFS and KS1. A deep understanding of phonics is required across our primary school in order to i) support those children who have not retained or understood material previously taught and ii) to deliver a new spelling programme that is based on phonic knowledge and retrieval of that knowledge. Training for all staff on phonics and quality first teaching of spellings is crucial in order to achieve our objectives for reading and writing. During the pandemic our children lost their love of writing. We aim to address this issue and foster a love of writing throughout the school, sharpening our teaching skills and enabling our children to produce pieces of written work that is skilled and a pleasure to read. We would like to extend our offer of providing quality SEMH support through increasing the number of ELSA sessions. Often children need to revisit concepts or require support during the classroom when learning so that they are able to access the learning and experience success from which they can then build upon: 1:1 and 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 benefit from this support. We are pleased with how the progress gap (between Pupil Premium children and non-pupil premium children) has narrowed over the last year and are determined to offer the same skilled provision next year and beyond to ensure this narrowing continues.

## 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 and writing.
2	To widen the life experiences and knowledge, whether first or second hand, of disadvantaged and vulnerable children.
3	To ensure that the school can offer quality SEMH support, on and off the playground, to all our children including those that are vulnerable and disadvantaged.

## 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 -3 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>
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 or will visit 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.</p>
Pupil premium children will be able to access high quality SEMH support.	<p>The school will continue to have a trained ELSA that has time to offer at least 5 sessions for children who are in need.</p> <p>High quality games will be available for children to use during small group and 1:1 support on managing and recognising 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: £3720

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of professional development on SSPF programme	EEF – High quality teaching	1
CPD and team teaching on writing transcription and sentence structure	Improving literacy (EEF)	1,2
Continue to develop high quality teaching of reading fluency	Improving literacy in KS 1 and EYF and in KS 2 (EEF) Rasinski, Rikli + Johnston 2009	1

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

Budgeted cost: £28,000

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	EEF – 1:1 tuition and small group tuition	1
Ensure Support Assistants provide high quality intervention that is structured and closely linked to classroom teaching.	Rosenshine's principles of instruction EEF – pupil premium spending and making best use of teaching assistants	1
Improve the quality of books on offer across the school to extend	Improving literacy in KS 1 and EYF and in KS 2 (EEF) – having a wide variety of books on offer for teachers to use when	1,2

general knowledge and support the teaching of phonics.	teaching comprehension strategies.	
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## **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 5000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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
Before and after school clubs are accessed by our disadvantaged children if required.		2,3
Ensure every class has a visit or goes on a visit to an outside provider		1,2,3
Expand the ELSA sessions on offer and ensure they are supported with high quality games and books.	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: £36,720**

## 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.

Progress measures are group averages from Autumn term 2021 to Summer term 2022.

#### **Reading**

Year 6 All PP children made positive points progress. The difference in the two groups has closed further to 1.4 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 is 2 points. The pupil premium children made greater progress.

Year 4 Most PP children made positive points progress. There is no significant difference in the progress of the two groups over the year.

Year 3 The difference in the two groups has closed to 1 point.

Year 2 There are no Pupil premium in this cohort.

Year 1 The gap in progress between the groups in this cohort is significant.

#### **Maths**

Year 6 All PP children made positive points progress. There is no significant difference in the progress of the two groups over the year.

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 2 points progress.

Year 3 All PP children made positive points progress. There is no significant difference in the progress of the two groups over the year.

Year 2 There are no pupil premium children in this cohort.

Year 1 There is a difference of 6 points progress with Pupil premium children making more progress.

#### **Writing**

There is no significant difference in writing progress between pupil premium and non-pupil children in year groups. Individual children who did not make expected progress have been identified and targeted for additional support next year.

#### **EYFS**

There is a slight gap in the two groups of children who achieved GLD.

A trained ELSA was available to offer SEMH support for all children in the school of which disadvantaged children benefitted. They were supported with small group and

1:1 time. All staff received training sessions on anxiety and how to support children in managing their emotions. The school now has a variety of books focusing on SEMH that both the children and our families can use when going through difficult times.

We provided a variety of extra-curricular activities for the children to become involved in, ranging from football club to scootering, choir and lego. 81% of our Pupil premium children took part in at least one of these activities. Other curricular enhancements included visitors (eg artists and historical characters), trips out (eg Richard III centre and Go Ape) and a residential where we were able to support every child to attend.

## 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
Supersonic phonic friends	Anna Lucas
Nessy	Nessy
Toe by Toe	Toe by Toe
Mathletics	3P learning
Write Stuff	Jane Considine
Complete Mathematics Tutor	Complete Mathematics