

Pupil premium strategy statement

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	186
Proportion (%) of pupil premium eligible pupils	13%
Academic years that our current pupil premium strategy plan covers	2022 - 2025
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
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	£37,830
Recovery premium funding allocation this academic year	£2,900
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	£40,730

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 continuing to implement 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. Children need to feel safe and relaxed before they can learn. 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 buy into an interactive learning platform that we feel with training could be used more effectively as a teaching tool to explain and model learning and give feedback. 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, maths 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.	The difference in average progress scores for each year group, in maths and reading, will be minimal – less than 2 progress points. The difference in the percentage of children making expected progress in writing will be less than 6% (2 children) for each cohort.
Children will increase their knowledge of the world through new experiences.	All disadvantaged children will have taken part in at least one extra-curricular activity. Every class will visit an outside provider to enhance the curriculum. Every class will have high quality fiction and non-fiction books. Disadvantaged children (in relevant year groups) will be able to attend a residential trip.

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 and lego will be available for children to use during small group and 1:1 support on managing and recognising emotions.</p>
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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: £5,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on effective use of technology as a teaching tool.	Using digital technology to improve learning	1,2,3
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 EYFS and in KS 2 (EEF) Rasinski, Rikli + Johnston 2009	1
SALT training	Communication and language approaches	1,2

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

Budgeted cost: £31,900

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 general knowledge and support the teaching of phonics.	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 teaching comprehension strategies.	1,2

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

Budgeted cost: £3730

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
Before and after school clubs are accessed by our disadvantaged children if required.		2,3
Ensure every class 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: £ 40,730

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 2022 to Summer term 2023.

Reading

Year 6 All PP children made positive points progress. The PP children have made more progress than the non PP children.

Year 5 The PP children in this cohort made greater progress than the non PP children.

Year 4 The PP children in this cohort made greater progress than the non PP children

Year 3 There are no PP children in this cohort.

Year 2 The difference in performance has closed over the year and the gap is now minimal.

Year 1 The PP children in this cohort made greater progress than the non PP children.

Maths

Year 6 All PP children made positive points progress. The PP children have made more progress than the non PP children.

Year 5 The PP children in this cohort made greater progress than the non PP children.

Year 4 The difference in progress of the two groups has closed over the year and is now minimal.

Year 3 There are no PP children in this cohort.

Year 2 The difference in performance has closed over the year although the non PP children are still performing better. These children will be targeted in maths next year and in ensuring cultural capital is increased.

Year 1 The PP children in this cohort made greater progress than the non PP children.

Writing

Overall non PP children are performing better than PP children this year. Those PP children that are falling behind will be targeted and supported next year.

EYFS

All PP children achieved GLD

A trained ELSA was available to offer SEMH support for all children in the school of which PP children benefitted. They were supported with small group and 1:1 time. The impact was positive with children's SEMH improving, according to them and their parents.

We provided a wide variety of extra-curricular activities for the children to become involved in, ranging from football club to archery, choir and art club. 80% of our Pupil premium children took part in at least one of these activities. Other curricular

enhancements included visitors (eg artists and religious leaders), trips out (eg Richard III centre and the Botanical gardens) and a residential where we were able to support every child in the cohort to attend.

Every class has had an LSA to support teaching and learning for over 95% of the week. Rapid intervention ensured that many of our PP children did not get left behind in their learning, making as much progress, if not more, than non PP children. Our LSAs took part in in-house training in live marking and phonics.

We have managed to support 20% of our PP children with additional small group tuition where the group were able to discuss books read and increase their vocabulary and knowledge of the world.

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
Supersonic phonic friends	Anna Lucas
Nessy	Nessy
Toe by Toe	Toe by Toe
Mathletics	3P learning
Write Stuff	Jane Considine
Twinkl	Twinkl
Charanga	Charanga