# Ashfield Primary School Pupil Premium Strategy Funding Expenditure Analysis 2021-2022

## 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

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| Detail | Data |
| School name | Ashfield Primary School |
| Number of pupils in school | 226 (203 not including Nursery) |
| Proportion (%) of pupil premium eligible pupils | 26% |
| Academic year/years that our current pupil premium strategy plan covers | 2021/22 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | September 2022. |
| Statement authorised by | Elspeth Warren |
| Pupil premium lead | Elspeth Warren |
| Governor / Trustee lead | Resources Committee |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £74,250 |
| Recovery premium funding allocation this academic year | £8,265 |
| 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 | £82,515 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.  We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.  **Principles**   * We ensure that teaching and learning opportunities meet the needs of all the pupils * We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed * In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged * We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. * Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.  Demography and School Context Ashfield Primary School is a one form entry community school located in Otley in the north west of Leeds. Although the percentage of pupils in receipt of pupil premium has decreased, over 50% of our pupils love in areas marked as 2nd most deprived centile on the most recent Index of Multiple Deprivation 2019 – map shown below.   Ultimate Objectives  * To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.  Achieving These Objectives The range of provision the Governors consider making for this group include and would not be limited to:   * 1-1 support * Use of the Tutor Trust Tutors * Additional teaching and learning opportunities provided through trained teaching assistants * Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations * Transition from primary to secondary and transition internally and into EYFS. * Subsidising activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom. * Support the funding of specialist learning software. * To allow the children to learn a musical instrument * Behaviour and nurture support during lunchtimes by providing activities to engage and promote Ashfield values and thus enhance learning.   This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require. |

## Challenges

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

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| Challenge number | Detail of challenge |
| In school barriers | |
| 1 | Lower levels of resilience when approaching learning is detrimental to progress |
| 2 | Levels of reading stamina, fluency and comprehension for some pupils needs to be improved. |
| 3 | Some PP children do not understand their own Social, Emotional and Mental Health (SEMH). |
| External Barriers | |
| **4** | Weaker Language and Communication skills |
| **5** | Some PP children do not have rich and varied life experiences |
| **6** | Absence rate for **some** PP children is higher than that amongst non PP children which reduces the time actually spent in school. This is detrimental to securing key skills and so progress overall |
| **7** | Some PP pupils experience a chaotic home life so they are not always calm and ready to learn as they arrive in school. |

## 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.

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| Intended outcome | Success criteria |
| 1. **Improved levels of resilience when approaching learning**   Take part in research learning community with Durham University for children looked after and children with current or previous social worker involvement in Year 5 & 6  Roll out findings to rest of school in 22-23 and 23-24 | Staff and pupils will be more aware of how emotional and learning behaviour affect pupil progress and self esteem.  Research will allow the use of new strategies to improve learning behaviour and self esteem.  Barriers to pupil learning behaviour and self esteem will lessen. |
| 1. **Increased confidence with reading fluency, resilience and comprehension**   PP children to gain increased confidence with phonics and to show greater fluency when reading whole sentences.  PP children’s reading resilience to be improved so that their concentration capacity lengthens and strengthens.  PP children’s reading comprehension especially inference will improve  Children who do not understand new skills to be identified in real time and receive support to prevent slipping behind. | Most PP children to make good phonic progress through Read Write Inc.  Most PP children to pass phonics screener Y1.  Most PP children to read on a daily basis at home.  Those PP children not reading on a daily basis at home to have an Ashfield adult or older peer to read with them daily.  For most PP children their inference reading age will match their reading age  Inference interventions will lead to accelerated progress in reading comprehension. |
| 1. **Improve SEMH for pupils**   Mind Mate lessons for all pupils – linked to assemblies  Nurture for targeted pupils  Dynamic nurture after an unplanned event  Playtime and lunchtime nurture for targeted pupils | Pupils are able to express their emotions and ask for help when needed.  S & D questionnaires show an improvement from pre to post interventions  Playtimes and lunchtimes will be more successful for targeted pupils and so will the lessons after these breaks. Behaviour records will show this |
| 1. **Progress in Language and Communication skills will be accelerated.** | An increase in the percentage of PP pupils by the end of foundation stage reaching ELG in Communication and Language strands |
| 1. **Progress in Maths skills will be accelerated** | Most PP children make good mathematical progress from starting points  Gap between the attainment of PP children and non PP children will close |
| 1. **Life experiences will be enriched for some PP children**   Children accessing more varied stimulating activities both in and out of school | Evidence in written work with these experience used as writing stimulus of improved motivation and content of written work |
| 1. **Close the gap in attendance rates of PP children and national** | The majority of PP children to hit or reduce the gap between school target (97%) and personal attendance.  Staff feedback will reflect that PP children have a positive attitude to being at school and a resilience in their approach to attendance.  Attendance for each class will be measured through whole class involvement in the Otleyopoly game, while individual attendance will be tracked through School Information Management Systems (SIMs).  Incidents of persistent absence will decrease for focus children |
| 1. **Improve life for parents leads to a calmer home life for pupils**   Free breakfast club places for PP pupils whose parents need to get to work / work experience or whose parents find juggling the morning routine difficult for various reasons  Parent Support Advisor to offer support on behaviour routines and able to access other support they need | A calm start to every morning with the pupils nourished before the start of the school day  Children’s routines sustainable. Calmer home life. |

## 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: **£5,700**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed | Analysis of expenditure |
| *Refrersher training for all staff in RWI* | RWI training last in October 2011. Training since then from current staff to new staff. Whole staff re-training to ensure no bad habits and to refresh the approach which has developed over past 10 years. RWI nationally proved to be effective | 2  £2370 | RWI refresher training to all staff and bespoke training for particular levels during the year.  Y1 % passing phonic screener = 84%  %PP in y1 passing phonic screener = 60% 1 of these (20%) just missing by 1 mark.  Keep RWI online training for another year so new staff and staff new to book level can access training. |
| *Buy updated RWI manuals for teachers*  *Renewing battered books* | To link to above training | 2  £2450 |
| *Join Research Learning Community project led by Durham University and provide cover for teachers to meet to discuss research finding and plan joint approaches in Years 5 & 6* | A research based approach to improving the learning and emotional behaviours of CLA and children currently or previously with social care involvement. Research based approaches have data to prove efficacy. We will be working alongside academic research experts at Durham University and with 5 other schools. | 1  Supply cover for meetings to repay teacher time  £880 | Partly completed. Covid absence of staff and increase in previously postponed medical procedures, meant cover harder to manage. Keep this target for 2023-2024. |

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

Budgeted cost: ***£ 44,929***

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| Activity | Evidence that supports this approach | Challenge number(s) addressed | Analysis of expenditure |
| Interventions based on the needs of groups within a class and individuals to close the gap, focusing on response to feedback; speaking and listening; vocabulary building; specific literacy & mathematics interventions | This approach has previously helped us to ensure key pupils have made accelerated progress | 1, 2, 4 & 5  £38163 | Y6 SAT data  Y6 disadvantaged progress = on Target Tracker   * Read = 7.4 * Write = 6.9 * maths = 5.6   Accelerated progress is over 6 steps  FFT progress for disadvantaged Y6 SATS = read -0.41; write +4.6; maths +0.91  Combined 50% which matches to 2019 national disadvantaged pupils  APS was 38% for disadvantaged pupils (2019) so improvement of 12%  Progress of disadvantaged pupils in the rest of school varies in each year group  As an average pupils Y1=Y6 read prog = 6.3, write = 6.3, maths = 6.9  All above standard 6 steps  Interventions reviewed after observations and during pupil progress meetings. Changes to delivery, pupils in group and focus of groups if needed.  Continue 22-23 |
| Teacher release time to work with booster groups of pupils to ensure personalised learning. | This approach has previously helped us to ensure key pupils have made accelerated progress | 1, 2 , 4 & 5  £4786 |
| Senior Teacher to monitor and improve the effectiveness of interventions.  Provide cover for this to happen. | This approach has previously helped us to ensure key pupils have made accelerated progress | 1, 2, 4 & 5  £660 |
| Pupil progress meetings with whole class staff team with a focus on PP children to discuss progress, extra provision and ways of reducing any barriers to learning  Class staff team meetings re PP children’s progress weekly in assembly time | This approach has previously helped us to ensure key pupils have made accelerated progress | 1, 2, 4 & 5  £1320 supply cover |
| Individual music lessons for pupils who express an interest in learning to play a musical instrument  27 PP children are supported with individual music lessons on a variety of instruments. | PP pupils playing an instrument have increased self esteem. | 6 | Children had the chance to perform and be taped while Covid restrictions were on. Later concerts to all at summer fair. Pupil voice showed the vast majority of these pupils enjoyed the lessons and enjoyed performing for others.  Continue 22-23 |

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

Budgeted cost**: £ 31886**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed | Analysis of expenditure |
| Learning mentor to come off timetable monitor attendance, to instigate late gates, personalise letters to parents and follow up with face to face meetings, home visit worrying attenders and provide support to help family attendance.  HT to support this work analysing attendance half termly and supporting with meetings and letters.  2 hours per day | Evidence from previous reviews that working with parents and carers to improve attendance as a problem arises is more effective than ignoring it. Time spent on liaising with parents leads to better relationship and therefore more likely attendance improvement. | 7  £5256 | Attendance lower as Covid absences marked as absence. Reluctance to send a child in if Covid symptoms may be present.  Operations and medical procedures back log.  Holidays in term time as holiday companies not giving like times for like times with holidays booked pre Covid. Strategies worked on meant that although attendance figures lowered for APS they were still above national figures.  Persistent absence 2021-2022 = 15% - higher than previous years, however Autumn 2021 national = 19.7 so 4.7% lower than national.    National Autumn 2021 = 93.1% APS 2021-2022= 93.9% so .08 above national  National FSM Autumn 2021 = 90.3%  APS FSM 21-22 = 91.8% 1.5% above national  Continue 22-23 |
| Extra lunchtime staff to provide nurture and friendship skills as well as the basic lunchtime care | Issues arising in unstructured times have proven to be stressful for some PP pupils in the pa.st. Extra staff can ensure they get the attention needed for lunchtimes to be successful and in turn afternoon lessons to be successful | 3  £2645 | Led to a reduction of lunchtime incident and therefore less learning time lost in the afternoon sorting out incidents or with pupils not being settled and ready to learn.  Continue extra staffing for nurture. |
| Learning mentor to come off timetable to supplement the role of the cluster PSA, working with families as well as individual children.  Ashfield buying into services of Cluster Otley Pool and Bramhope Steering Group Parent Support Advisor | Increasing number of vulnerable families need help with various issues that affect support for learning, routines, organisation and attitudes.  Families have been grateful for the support. It has led to increased positive communication with these families. Improved S & D questionnaires | 3 & 8  £10192  £4365 | Many families used her reassurance and advice effectively – especially when testing, waiting for test results or isolating due to Covid. This was incredibly useful for Safeguarding also.  Continue 22-23  PSA outcomes showed improved SDQ score .  Continue 22-23 – new model with more detailed feedback to help with a graduated approach with a new PSA appointment |
| Ashfield buying into services of Cluster Counsellors as part of Otley Pool and Bramhope Steering Group | Improved S & D questionnaires  Tackled complex SEMH and family needs | 3  £6518 | More children across cluster needing these services.  Improved SDQ scores. Continue 22-21 |
| Subsidising breakfast club to vulnerable pupil premium families  Previously, approximately 1/3 of pupils on breakfast club register are free pupil premium places which costs in salary = £1200 and a further £390 for food. | Some families find returning to work difficult in terms of childcare costs and organisation. APS wants to support parents making this positive step to look after their family’s long term financial health. The children have a settled healthy start to the day when used previously.  We take some pressures of the parents of these families which helps the child | 3 & 8  £1590 | Breakfast club meant vulnerable pupils could have a settled start to the school day. Breakfast club helped families with poor attendance to organise transport and have a settled start and have time to have a longer talk to learning mentor or HT before school day  Learning Mentor on hand to liaise with parents on drop off and provide any nurture needed. Healthy breakfast also ensured. Continue breakfast club subsidy to vulnerable PP families.  Continue 22-23 |
| Extra payment for PP children contributions to Y 6 residential **if one can go ahead in summer term**. Some payments are paid in full and some are subsidised depending on family circumstances. | Some families cannot afford the full cost of the annual Y6 residential All children can access the annual residential to Herd Farm and all of the challenges it presents. Bonding is vital for class harmony.  Some PP children with SEMH barriers cannot attend over night so petrol costs to transport them there each day so they do not miss out on the whole class experience | 3  £1320 | Payments of this well exceeded £1320. Many more parents hard pressed – not just those in receipt of pupil premium.  Continue 22-23  Larger amount spent here due to fewer families being able to make a full contribution to costs. |

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

# Part B: Review of outcomes 2021-2022

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| Y6 SATS | Read | Read | Write |  | Write | Maths | Maths | Comb | Comb |
|  | EXS and above | GDS | EXS and above |  | GDS | EXS and above | GDS | EXS and above | GDS |
| National 2022 unval | 74 |  | 69 |  |  | 71 |  | 59 |  |
| National 2019 |  | 27 |  |  | 20 |  | 27 |  | 11 |
| LA pup prem 2022 | 60 | 15 | 51 |  | 5 | 54 | 10 | 39 | 2 |
| Nat not pup prem 2019 | 78 |  | 83 |  |  | 84 |  | 71 | 13 |
| APS All | 70 (19) | 22 (6) | 74 (20) |  | 19 (5) | 74 (20) | 41 (11) | 59 (16) | 11 (3) |
| APS pupil Premium | **56**  **(5)** | **11**  **(1)** | **56**  **(5)** |  | **22**  **(2)** | **56**  **(5)** | **11**  **(1)** | **44**  **(4)** | **11**  **(1)** |
| APS non Pup Prem | 78% (14) | 28% (5) | 83%(15) |  | 17%(3) | 83%(15) | 56%(10) | 67%(12) | 11%(2) |
| Difference | PP -22% | PP-17% | PP-27% |  | PP+5% | PP-27% | PP- 45% | PP-23% | PP = |
| Progress All APS | +0.32 |  | +4.0 |  |  | +3.5 |  |  |  |
| Progress PP APS | -0.2 |  | +3.8 |  |  | +1.1 |  |  |  |
| Progress non PP APS | +0.6 |  | +3.9 |  |  | +4.8 |  |  |  |
| Progress LA PP | 0.1 |  | 0.0 |  |  | 0.0 |  |  |  |

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| **Y6 teacher assessments from July 2022 showing data for pupils who achieved expected levels**   * Ashfield pupil premium read is 18% or 2 children behind national data 2022 and 22% or 2 children behind non pupil premium national data 2019 * Ashfield pupil premium write is 13% or 1 children behind national data 2022 and 27% 2.5 children behind non pupil premium national data 2019 * Ashfield pupil premium maths is 15% or 1.5 children behind national data 2022 and 28% 2.5 children behind non pupil premium national data. * Ashfield pupil premium Greater depth in writing is equal to 2019 national.   9 pupil premium children in this cohort so 1 disadvantaged child = 11%  Target for improvement – 1) Ashfield pupil premium children to continue to close the gap to national non pupil premium expected standard in reads, write and maths |
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| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Year 2 2021 Teacher Assessments | APS  EXS | National 2019 | Pupil Premium  APS Feb 2020 on track | **Nat PP**  **2019** | **Not PP**  **Nat**  **2019** | \* PP gap to not pupil premium nat | | % children at expected standard in reading, writing and maths | 15 | 65 | **10** |  |  |  | | % children at expected standard in reading | 44 | 75 | **30** | **62** | **78** | -48 | | % children at expected standard in writing | 15 | 69 | **10** | **55** | **73** | -63 | | % children at expected standard in maths | 41 | 76 | **20** | **62** | **79** | -59 |  1. Disadvantaged pupils in this cohort so 1 pupil = 10%   Target for improvement - Ashfield pupil premium children to continue to close the gap to national non pupil premium expected standard in reading, writing and maths with an emphasis on combined score and writing. |

**EYFS**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2016 | 2017 | 2018 | 2019 | 2022 |  | 2018 | 2019 | 2022 |
| % PP | 100 | 57 | 18 | 60 | 25 | %PP TAPs | 29.6 | 30.4 | 28.25 |
| % Non-PP | 60.9 | 73 | 56 | 74 | 72 | %NPPTAPS | 35.2 | 38.1 | 32.9 |
| % Gap | + 39.1 | -16 | -38 | -14 | -47 | %GAP | -5.6 | 7.7 | 4.65 |
| % Nat All | 69 | 70.7 | 71 | 70.7 | LA 61 |  | 34.5 | 34.6 | LA 30.7 |
|  | +31 | -13.7 | -53 | -10.7 | -36 |  | -4.9 | -4.2 | -2.45 |

Just 4 pupils in this cohort so 1 pupil = 25%

* Target for improvement - Ashfield pupil premium children - especially those without SEND, to continue to close the gap to national non pupil premium in GLD.

**Progress of disadvantaged pupils from Y1 to Y6 2021-2022**

As an average pupils from Y1 to Y6 made accelerated progress in reading, writing and maths in the academic year 2021-2022:

* read prog = 6.3 steps
* write = 6.3 steps
* maths = 6.9 steps

All above standard 6 steps.