

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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   | Ashby Hastings Primary |
| Number of pupils in school  | 82                     |
| Proportion (%) of pupil premium eligible pupils   | 15.8% (13 pupils)      |
| Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b> | 2023-2024 to 2026-2027 |
| Date this statement was published   | December 2023          |
| Date on which it will be reviewed   | July 2024              |
| Statement authorised by   | Rachel Mckeown         |
| Pupil premium lead  | Rachel Mckeown         |
| Governor / Trustee lead   | Charlotte Owen         |

## Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £10,880 |
| Recovery premium funding allocation this academic year  | £2000   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £12,880 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Ashby Hastings Primary School, we have high aspirations and expectations of all of our pupils irrespective of their background or the challenges they face. We are committed to ensuring each individual achieves their true potential. It is our priority to remove barriers to learning and help our children develop the skills necessary for them to achieve success throughout their lives.

We are committed to ensuring the achievement of pupils who are eligible for Pupil Premium is equal to the achievement of non-eligible pupils. We, as a school, are able to determine how best to use the Pupil Premium grant to support pupils and raise education attainment; we have planned an overall package of support that is aimed to tackle a range of barriers as specified below.

High quality learning and teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our ultimate priorities are to:

- act early to intervene at the point need is identified.
- adopt a whole school approach where all staff take responsibility for disadvantaged pupils.
- to ensure that all pupils in receipt of pupil premium make good progress to ensure that they are either working at age related expectations or making accelerated progress to ensure the gap is narrowing.

In order to achieve our objectives and overcome identified barriers we will ensure:

- staff are provided with high quality CPD to ensure all pupils access quality first teaching.
- provide targeted intervention for all pupils to participate in learning including the use of small group work and 1:1 tuition.

This is regularly reviewed and strategies will be adapted to meet the needs of individuals.

Key Principals:

Through a combination of high-quality teaching, targeted small groups and one-to-one support and a focus on the development of the whole child, we will nurture and support all pupils to take pride in their individual achievements, encouraging them to

contribute to lessons and wider school life. We aim to improve the outcomes for our vulnerable and disadvantaged children in all areas of the curriculum.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | The gap between PP and non PP pupils in EYFS and early reading.   |
| 2                | A number of PP pupils are also on the SEND register and require high levels of intervention.                    |
| 3                | The gap between the attendance of PP pupils is at risk to be lower than that of non-PP pupils.                  |
| 4                | Experience of key life skills and experiences due to low stimulation outside of school and limited experiences. |

## 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 narrow the attainment gap between PP children and their peers in EYFS and early reading through high quality teaching and well planned for interventions. | <ul style="list-style-type: none"> <li>- Increase in percentage of pupils achieving GLD at the end of EYFS.</li> <li>- Increase in percentage of pupils meeting the expected standard in Year 1 Phonics Screening.</li> <li>- Class teachers to have high level of knowledge of individual children's steps.</li> <li>- Phonics scheme to become embedded.</li> <li>- SENCO and PP lead to work closely to support SEND PP pupils in making progress.</li> </ul> |
| To see an increase in attendance for our pupil premium children as well as a decrease in persistent lateness.  | <ul style="list-style-type: none"> <li>- Reduce the gap between whole school and Pupil Premium attendance.</li> <li>- Parents to feel supported and informed of how their child is being supported in all areas of school life.</li> </ul>   |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>- Offer breakfast club spaces to PP pupils to ensure punctuality.</li> </ul>   |
| <p>For all pupils to have the opportunity to take part in enhanced activities and to experience all opportunities offered by the school.</p> | <ul style="list-style-type: none"> <li>- All PP pupils to attend a school visit each year.</li> <li>- PP pupils invited to lunchtime and afterschool clubs.</li> <li>- An increase in numbers of pupils attending sporting events and playing musical instruments.</li> <li>- Trips, visits and clubs to be subsidised so PP children have the same opportunities and experiences as others.</li> </ul> |

## 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: £850

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>For relevant staff to receive training to deliver Sounds-write phonics scheme effectively for whole class teaching and smaller intervention groups.</p> | <p>'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>  | <p>1</p>                      |
| <p>Relevant CPD opportunities for all staff linked to Key Stage.</p>   | <p>'Once early years provision is in place, efforts to improve the quality of provision – for example by training staff – appear to be more promising than simply increasing the quantity of provision by providing extra hours in the day, or by changing the physical environment of early years settings.'</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/">Early Years   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/effective-professional-development/">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p> | <p>1 / 2</p>                  |
| <p>To address the specific needs of each child on an individual basis, to ensure that support and provision is personalised to meet the</p>                | <p>Evidence to support the impact of quality first teaching and targeted support.</p>   | <p>1 / 2</p>                  |

|                                      |  |  |
|--------------------------------------|--|--|
| barriers to learning for each child. | <a href="https://www.educationendowmentfoundation.org.uk/Using-pupil-premium- -EEF">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a><br><br>Evidence to support closing the gap:<br><br><a href="https://www.educationendowmentfoundation.org.uk/EEF-Attainment-Gap-Report-2018.pdf">EEF Attainment Gap Report 2018.pdf (educationendowmentfoundation.org.uk)</a> |  |
|--------------------------------------|--|--|

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

Budgeted cost: £11,680

| Activity                                    | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Teacher led intervention in small groups    | 'Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds'.<br><br><a href="https://www.educationendowmentfoundation.org.uk/Small-group-tuition- EEF">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a> | 1 / 2                         |
| LSA led intervention 1:1 or in small groups | <a href="https://www.educationendowmentfoundation.org.uk/Teaching-Assistant-Interventions- EEF">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>   | 1 / 2                         |

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

Budgeted cost: £350

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| To enhance pupils education by supporting with costs towards school trips and visits. | <a href="https://www.educationendowmentfoundation.org.uk/Using-pupil-premium- EEF">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a> | 3 / 4                         |
| To support with costs for Breakfast Club.   | "Breakfast club schools also saw an improvement in pupil behaviour and attendance".  | 3 / 4                         |

|  |   |       |
|--|---|-------|
|  | <a href="https://www.educationendowmentfoundation.org.uk">Magic Breakfast   EEF<br/>(educationendowmentfoundation.org.uk)</a> |       |
| To support other family needs. E.g. support purchasing school uniform. | <a href="https://www.educationendowmentfoundation.org.uk">School uniform   EEF<br/>(educationendowmentfoundation.org.uk)</a>  | 3 / 4 |

**Total budgeted cost: £12,880**

## Part B: Review of the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

#### **Intended outcome 1 of 2022/2023 strategy:**

To narrow the gap between PP and non PP pupils in EYFS.

#### **Success criteria:**

- Excellent outcomes in all areas of the EYFS curriculum for our dis-advantaged pupils.
- EYFS curriculum carefully planned for engagement for all pupils.
- Phonics scheme implemented and to become embedded.
- SENCO and PP lead to work closely to support SEND PP pupils in making progress.

#### **Outcome:**

- 2 out of 3 PP pupils achieved GLD at the end of EYFS.
- 2 out of 3 PP pupils achieved the expected standards, at the end of the year, in all areas of the EYFS curriculum.
- EYFS curriculum reviewed to meet the needs of the cohort.
- Phonics scheme taught daily from pupils first full day in school.

#### **Intended outcome 2 of 2022/2023 strategy:**

To address barriers to attending school, including punctuality.

#### **Success criteria:**

- PP pupils' attendance in line with non-PP attendance.
- Parents to feel supported and informed of how their child is being supported in all areas of school life.

#### **Outcome:**

- 100% parental engagement from PP families for school events.
- Thorough attendance monitoring has taken place daily throughout the year.
- Overall attendance for all pupils 2022/2023 – 94.4% vs national 92.5% - above.
- Disadvantage attendance for 2022/2023 – 86.54%

Intended outcome partially met – disadvantaged attendance, including those that become PA to remain a focus for 2023/2024.



**Intended outcome 3 of 2022/2023 strategy:**

To offer a variety of enrichment opportunities for our PP pupils to enhance life experiences.

- All PP pupils to attend a school visit each year.
- PP pupils invited to lunchtime and afterschool clubs.

**Outcome:**

- All pupils visited Rosliston Forestry Centre in the Summer Term 2023.
- All pupils in Year 1 invited to a variety of clubs throughout the year.
- All PP pupils in Year 1 participated in Ashby Hastings Job Centre and took on a school job role.

Intended outcome partially met due to low pupil PP numbers – this is to remain a focus in 2023/2024 as our school grows.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

| <b>Programme</b>           | <b>Provider</b>                       |
|----------------------------|---------------------------------------|
| Squiggle While you Wriggle | Shonette Bason – Spread the Happiness |

