

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 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	46
Proportion (%) of pupil premium eligible pupils	8.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 to 2025-2026
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Matthew Brookes
Pupil premium lead	Rachel Mckeown
Governor / Trustee lead	Charlotte Owen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,565
Recovery premium funding allocation this academic year	£2000
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	£10,565

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 – EYFS	
2 – SEND	High number of PP pupils are also on the SEND register and require high levels of intervention.
3 – Attendance and Punctuality	The attendance of Pupil Premium children is lower than that of non-Pupil Premium children.
4 - Enrichment	Lack of enrichment activities out of school for our Pupil Premium pupils.

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 gap between PP and non PP pupils in the EYFS curriculum.	<ul style="list-style-type: none"> - Data will show progress in all areas of the EYFS curriculum for our disadvantaged pupils. - EYFS curriculum carefully planned for engagement for all pupils. - Class teachers to have high level of knowledge of individual children's steps. - Phonics scheme implemented and to become embedded. - SENCO and PP lead to work closely to support SEND PP pupils in making progress.
To address barriers to attending school, including punctuality.	<ul style="list-style-type: none"> - Pupils attendance will improve. - Parents to feel supported and informed of how their child is being supported in all areas of school life.
To offer a variety of enrichment opportunities for our PP pupils to enhance life experiences.	<ul style="list-style-type: none"> - All PP pupils to attend a school visit each year. - PP pupils invited to lunchtime and afterschool clubs.

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: £750

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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</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>Early Years EEF (educationendowmentfoundation.org.uk)</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</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 barriers to learning for each child.</p>	<p>Evidence to support the impact of quality first teaching and targeted support.</p> <p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p>	<p>1 / 2</p>

	Evidence to support closing the gap: EEF Attainment Gap Report 2018.pdf (educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9,495

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'. Small group tuition EEF (educationendowmentfoundation.org.uk)	1 / 2
LSA led intervention 1:1 or in small groups	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1 / 2

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

Budgeted cost: £320

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

Total budgeted cost: £10,565

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 2021 to 2022 academic year.

Activity	Impact
For our EYFS teacher to receive training to deliver Sounds-write phonics scheme effectively for whole class teaching and smaller intervention groups.	Staff are well trained and Phonics has become embedded within EYFS and is interconnected through the EYFS curriculum.
Relevant CPD opportunities for our EYFS staff.	Staff are well trained and best placed to support pupils.
Teacher led intervention in small groups	Pupils received additional 1:1 or small group work due to extra adults. All PP pupils have made good progress from their starting points.

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.

Programme	Provider
Squiggle While you Wriggle	Shonette Bason – Spread the Happiness

