

Pupil premium strategy statement

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

Detail	Data
School name	Ashfield Valley Primary School
Number of pupils in school	233
Proportion (%) of pupil premium eligible pupils	19.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Full Governing Board
Pupil premium lead	H Edge
Governor / Trustee lead	R Zubair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60 525
Recovery premium funding allocation this academic year	£6 525
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	£67 050

Part A: Pupil premium strategy plan

Statement of intent

At Ashfield Valley Primary, our aim is that all pupils, regardless of socio-economic background, have access to a high-quality education. This means effective teaching, appropriate challenge, opportunities to widen experience and support for well-being and social and emotional needs.

We aim to provide a rich and varied curriculum, which makes a strong contribution to children's outcomes so that pupils are engaged in all areas of the curriculum and achieve well.

From early identification and focused work in EYFS through to Year 6, we track progress to ensure that targeted support is effective and that quality first teaching is in place. We believe, as recognised by the EEF that *'good teaching is the most important lever that schools have to improve outcomes for disadvantaged students.'* Strong leadership systems support this and set a clear direction for pp provision.

Our approach, and the strategies we use, are rooted in a good understanding of our pupils and their families and based on evidence from educational research. Outcomes are reviewed at least termly for impact and adjusted as appropriate to seek the best value for money for our PP pupils and the best possible outcomes.

Challenges

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

Challenge number	Detail of challenge
1	Improve outcomes in English and Maths for PP pupils – ensuring that gaps in learning are identified and filled.
2	Poor speech and language skills on entry to school
3	Limited exposure to books/reading at home.
4	Limited vocabulary and poor language skills
5	Ensuring good attendance and punctuality for all children
6	Limited experience outside of home/school environment/lack of life experiences which means they struggle to relate to part of the curriculum.
7	Ensuring that PP pupils who are at ARE, receive enough challenge to move towards GD

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
<p>Challenge 1:</p> <p>PP pupils make at least expected progress from their individual starting points with a focus on Reading, Writing and Maths.</p> <p>A greater proportion of PP pupils achieve at ARE and beyond.</p>	<p>Individual tracking shows at least good progress from starting points</p> <p>Interventions/adjustments show an impact</p> <p>School data, both internal and external, shows that the gap between PP and non-PP pupils is closing.</p>
<p>Challenge 2:</p> <p>Provision in EYFS is such that pupils' speech and language skills are identified quickly and supported well, leading to accelerated progress and a greater proportion of pupils attaining ARE in the appropriate areas.</p>	<p>The following strategies/approaches are deployed well so that progress in Speech and Lang is accelerated for identified pupils:</p> <ul style="list-style-type: none"> • Welcomm screening tool • Use of Eiklan resources • NELI • Home/school relationships • Timely SALT referrals are made and actions followed up <p>Greater proportion of PP pupils attain at ARE</p>
<p>Challenge 3:</p> <p>A reading culture that develops a love of reading is embedded across school and that pp pupils have the skills and resources to be positive and enthusiastic about reading.</p>	<p>Lending libraries are embedded in classroom provision and pp pupils access them regularly.</p> <p>Reading stock is current and meets the needs of all learners and the range of groups within our school community.</p> <p>Home reading stock is appropriate with low reading age, high interest texts available.</p> <p>Teachers are able to discuss all aspects of reading in relation to their pp pupils and next steps for them.</p>
<p>Challenge 4:</p> <p>The language deficit for pp pupils is diminished</p>	<p>Improvement for pp pupils with regard to reading and writing is evident in school data and pupils work books through termly assessments and book looks.</p> <p>Regular quizzing using Knowledge Organisers show an improvement in pupil's understanding of topic vocabulary.</p> <p>Clear and consistent systems for teaching vocabulary are evident in Learning Walks</p>
<p>Challenge 5:</p> <p>Attendance of pp pupils is in line with national expectations</p>	<p>Regular tracking of attendance is in place</p> <p>Parents are alerted if attendance becomes an issue and effective support is put in place</p> <p>Attendance data shows that pp pupils are in line with national figures.</p>
<p>Challenge 6:</p> <p>Opportunities to build the cultural capital of all pupils are embedded within the curriculum.</p> <p>All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</p>	<p>Curriculum plans show clear opportunities for enrichment and where this is not the case, the issue is addressed.</p> <p>Pupils have the opportunity to engage in outdoor learning through curriculum opportunities and the gardening project.</p>

	<p>Pupils have the opportunity to engage in musical instrument tuition from the Music Service.</p> <p>Pupils will have the opportunity to be part of student leadership groups across school – the participation of pp pupils will be encouraged and monitored.</p>
<p>Challenge 7: Those pp children who are at or above ARE will move towards GD in reading, writing and maths</p>	<p>Potential GD pupils are identified and tracked</p> <p>Workbooks and planning will show that such pupils are sufficiently challenged</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: £52 255 (including Recovery teacher and tuition grant)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD on various aspects of teaching including much on reading which then translates into practice and interventions.</p> <ul style="list-style-type: none"> • James Clements – reading approaches throughout school • Quality texts including teacher book knowledge, how to use the lending library • Elklan train the trainer – SLT member delivering Elklan training so that all EYFS staff are trained in the approach • Training for the Wellcomm screening so that it is carried out effectively • Training for TAs to run NELI • Fluency training undertaken by SLT then cascaded to rest of staff • Group reading and discussion groups 	<p>EEF tool kit – reading comprehension +6months impact</p> <p>EEF toolkit – oral language interventions +6 months impact</p> <p>Elklan and Welcomm are nationally recognised approaches</p> <p>EEF state that NELI, a programme designed to improve spoken language in EYFS shows +4 progress</p>	<p>1, 3, 4,7</p> <p>1,3,4,5,6,7</p> <p>2,4</p> <p>2,4</p> <p>1,3,4</p> <p>1,3,4,6,7</p>

<p>for reading – training in how to run these well.</p> <p>Resource the following:</p> <ul style="list-style-type: none"> • Lending Library in each class • Quality texts for English sessions • Home reading books • Teaching resources for comprehension <p>Opportunities as part of teaching sessions for the following:</p> <ul style="list-style-type: none"> • Oracy (whole school driver) • Reading in EYFS such as reading during snack time, books in outdoor provision which are shared with children, daily modeled book time • Strategies for teaching vocabulary which are consistent across school. <p>Tuition</p> <ul style="list-style-type: none"> • All pp pupils to be invited to participate in maths tuition after school (tuition funding) <p>Additional teacher to be used to split classes as needed during maths/English lessons. Focus on Y4, 5 and 6 (recovery funding)</p>	<p>Herts for Learning Fluency project showed at least +3 months progress</p> <p>EEF toolkit - small group tuition +4 months impact</p> <p>DFE – school-led tutoring guidance - +4 months impact</p> <p>Some studies have found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers. With smaller classes, the range of approaches deployed can increase as does the time spent with each child.</p>	<p>1,2,3,4,6,7</p> <p>1,2,3,4,5,7</p> <p>1,7</p> <p>1,7</p>
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Wider Strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £21500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide additional opportunities for pupils including those in receipt of pupil premium. For example:</p> <ul style="list-style-type: none"> • KS2 musical instrument tuition from the music service • Participation in the Grow Project with termly sessions across school • Counselling if needed • After school clubs and opportunities to participate in sporting competitions • PE provided by an PE specialist • Focus on whole school mental health • Enabling pp children to access all areas of the curriculum – support with trips and cost for visitors • Monitoring and tracking of PP pupils/welfare and attendance meetings. • Small contingency fund 	<p>Evidence from EEF – the Guide to Pupil Premium; A tiered approach to spending suggests that removing barriers to learning will have overall impact on attainment and wellbeing.</p> <p>It is our aim to open up opportunities for all children – this builds confidence, language, general knowledge and understanding of the world around them which, in turn, impacts on standards and wellbeing.</p>	<p>All – especially 5,6,7</p>

Total cost: £73 755

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.

Pupils are assessed using NFER termly tests and are tracked using scaled scores. PP pupils are highlighted on whole class tracking sheets and have their own individual trackers.

As with all pupils, progress throughout the year has been hampered by the disruption caused by Covid.

During lockdowns, some pp pupils have been on site and received small group teaching whilst those learning at home were monitored particularly closely to check engagement and a good standard of work being produced.

Please see below for end of year assessments of pp children against the whole class.

Year group	subject	% of Pupil Premium pupils at expected or above	% of whole class at expected or above
Year 1	Maths	83% (6 children)	71% (22 children)
	Reading	83%	76%
	Writing	83%	76%
Year 2	Maths	83% (6 children)	82% (28 children)
	Reading	83%	75%
	Writing	83%	79%
Year 3	Maths	33% (9)	21% (29)
	Reading	33%	21%
	Writing	22%	20%
Year 4	Reading	50% (8 children)	46% (28 children)
	Writing	38%	39%
	Maths	38%	39%
Year 5	Reading	44% (9 children)	67% (30 children)
	Writing	44%	63%
	Maths	44%	60%
Year 6	Reading	75% (12 children)	76% (30 children)
	Writing	67%	72%
	Maths	67%	72%

The particularly low scores in Years 3 and 4 have informed resourcing and planning in these classes for the year 2021-22. As year 4 and 5, both c lasses have received additional teacher support and outcomes are being monitored closely.

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
National Tutoring Programme	School based