

# Pupil premium strategy statement



West Ashton CE Primary School part of Acorn Education Trust



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	West Ashton CE (VA) Primary School
Number of pupils in school	77
Proportion (%) of pupil premium eligible pupils	16
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	December 23
Date on which it will be reviewed	December 24
Statement authorised by	Alex Blake-Thwaite (Head) and Sue Fulbrook (Acorn Head of SEND and disadvantaged)
Pupil premium lead	Headteacher
Governor / Trustee lead	Alan Sedgley (chair of Acorn Safeguarding, Standards and Improvement committee)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,524
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> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£13,524

# Part A: Pupil premium strategy plan

## Statement of intent – Acorn Education Trust

Closing the progress and attainment gap between disadvantaged children and young people and their peer group is a challenge at the forefront of society today. Outcomes for 22-23 public examinations showed that the gap post-Covid is not closing. We know that attainment in school is a key indicator of positive outcomes in the longer-term and as such this issue merits priority status in all our schools in Acorn Education Trust.

The Pupil Premium and Recovery funding in Acorn schools will be deployed strategically with a focus on ensuring positive impact for our learners underpinned by clear and effective processes. Our vision and mission over the next ten years is:

**Vision** – To inspire disadvantaged learners and learners with SEND to reach for the stars and be confident and prepared for their future, knowing that no door is closed to their achievement.

**Mission** – to ensure excellent provision for children and young people who are disadvantaged or have SEND which has the capacity to meet individual needs and lead to outcomes where learners can be included in their community and thrive in their education and also emotionally, socially and economically.

In Acorn schools, we have acted on available research to create this plan which will meet the needs of all our students (but especially those who are from disadvantaged backgrounds) moving forwards. With emphasis on a collective and sustained approach, our schools will identify objectives to ensure that each child is able to continue their journey through education with the support that they require along the way. Disadvantaged children and young people are central to decision-making in all of our schools. This is in line with our Trust vision of “preparing young people for their world in their time”. Our disadvantaged strategy is 5-fold:

1. Everything through the lens of disadvantaged/SEND - built-in, not bolt-on. Every decision at every level must consider impact for disadvantaged/SEND.
2. Attendance - Getting them into school and keeping them in school.
3. High-quality teaching - teach them really well.
4. Catch them up where they have gaps.
5. Engage their parents/carers.

By ensuring that our schools focus on everything through the lens of disadvantaged pupils, we require all staff and members of the school community to be committed to inclusivity and aspiration for all.

Investing in high quality teaching in the classroom is one of our key principles. Building a curriculum fit for the future and adopting research-led pedagogical practice are paramount to the success of all.

Employing evidence-based intervention for learners who have either fallen behind or who may have Special Educational Needs is critical to closing the gaps. Furthermore, implementing whole-school strategies to enable our parents and carers to engage with school and learners to attend school well and thus grow and develop as individuals ready for the world can optimise outcomes for their future.

To that end, over the next three years, our Pupil Premium and Recovery funding will be deployed in these areas embedding the vision, mission and strategy as above and ensuring that **all stakeholders** believe it, embrace it and live it.

## Challenges

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

Challenge number	Detail of challenge
1	Significant number of pupils with childhood trauma – 58% of PP pupils – and as a consequence, pupils and families have social, emotional and mental health issues. This is affecting their readiness to learn which can lead to children attaining less well than their peers and being unable to regulate their emotions causing a barrier to accessing learning .
2	Assessment, observations and discussions with pupils indicate under developed oral language skills and gaps with vocabulary amongst pupils both oral and written. This is particularly evident with some of our disadvantaged pupils, 33% of whom are below expected attainment standards in writing which is twice the whole school percentage.
3	Lower attendance and the need to improve attendance amongst disadvantaged pupils as it is lower than for non-disadvantaged pupils
4	Overall outcomes for children in receipt of Pupil Premium are below that of children non in receipt of Pupil Premium at end of Key Stage 2
5	Continue to develop effective behaviours for learning including resilience, independence and a growth mindset.

## 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
For Pupil Premium children's emerging social, emotional and mental health needs to be addressed in a timely manner and are supported in order to improve children's readiness to learn and their ability to progress.	Teachers confidently identify Pupil Premium children who require targeted support regarding their social, emotional and mental health needs and address this through in class strategies and raise concerns with relevant parties. Interventions are in place, monitored and reviewed. Conversations with outside professionals will demonstrate referrals made have been relevant and the input from the services impacts positively on pupil outcomes where necessary. Sustained high levels of well-being year on year demonstrated by: •use of whole school Thrive •student voice data •parent surveys •observations
Improved oral language skills and vocabulary among eligible pupils	Assessments and observations indicate significantly improved oral language among eligible pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil voice/book study and ongoing formative assessment. Lesson visits and pupil book study provide evidence that children are being taught explicit vocabulary and are able to commit the words to

	<p>long-term memory, which they use to articulate their learning.</p> <p>Assessment of writing shows a progressive closing of the gap.</p>
For Pupil Premium children's attendance to improve in line with non-Pupil Premium children with the aim of reaching 97% in line with whole school target	<p>Attendance data will demonstrate an increase in attendance for Pupil Premium children.</p> <p>Evidence of targeted family support will result in increased pupil attendance.</p>
Continue to ensure the outcomes for children in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	<p>The gap between PP and non -PP children narrows, as reflected in end of year assessment data.</p> <p>PP children achieve in line with their peers.</p>
For Pupil Premium children to demonstrate effective learning behaviours in the classroom so they can face challenges with resilience, independence and initiative, all of which have a positive impact on pupil progress.	<p>Monitoring, including observations and pupil voice, demonstrate effective learning behaviours are adopted.</p> <p>Teacher voice indicates Pupil Premium pupils are resilient, independent learners.</p> <p>Data will demonstrate expected or better progress being made.</p>
Parents of disadvantaged children attend parent consultation meetings	<p>Parents meet with teacher face to face.</p> <p>Alternative dates provided to encourage involvement and possibility of phone conversation if attendance at school is challenging.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding)

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching training/review for all class-based staff	EEF Research demonstrates that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. When this training is planned to respond to what the monitoring data is telling us the impact can respond to the needs and therefore be greater.	2, 4, 5
Continue to embed dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing. <a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	2, 4, 5
Professional development on evidence-based approaches: - National College CPD - Incremental coaching - Feedback	Research states that 'Supporting high quality teaching is pivotal in improving children's outcomes.' (EEF)  <a href="https://www.educationendowmentfoundation.org.uk/effective-professional-development">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5, 6
Updated Little Wandle Phonics training for all staff in line with their updates and targeted intervention developments.	EEF toolkit: high impact for a very low cost	2, 4, 5
Weekly phonics training for TAs by phonics lead to ensure high-quality phonics teaching across the school	There is extensive evidence confirming that phonics approaches are an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	2, 4, 5

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

Budgeted cost: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Teacher and/or TA deliver high quality 1:1 or small group catch up sessions on the day for phonics and maths	Research shows a consistent impact on attainment when delivered in a structured setting with high quality support and training. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	2, 4, 5
Termly pupil progress meetings with Head/SENCo ensure progress of pupil premium children is good.	Regular review of progress will ensure children are identified for extra support if progress isn't being maintained.	1, 2, 3, 4, 5

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

Budgeted cost: £2024

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support available and accessible.	It was found that low levels of emotional literacy lead to high levels of internalising behaviours such as stress and depression, as well as externalising behaviours such as aggression and delinquency. Problem behaviours such as these would take away from academic achievement and the ability for the child to succeed in future life. <a href="https://educationendowmentfoundation.org.uk/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5
Implementation of a whole school Thrive approach.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) <a href="https://educationendowmentfoundation.org.uk/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5
Communicating with and supporting parents: - Meet the Team - phonics training - wraparound - early help - attendance support meeting - Class Dojo - school community events	<a href="https://educationendowmentfoundation.org.uk/parental-engagement">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5

**Total budgeted cost:** £13,524

## 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 2022 to 2023 academic year.

Robust tracking systems remain in use to monitor attendance. Letters were quickly sent once attendance started to slip and SAMs held promptly with parents/carers. Persistent Absentee rates fell over the year and were significantly lower than the year before ( 4.6% compared to 20.69%). FSM attendance improved by 2% year on year. This remains a focus.

Phonics training and subsequent high quality catch up sessions supported learners with 100% of children achieving a pass in the phonics screening.

Tutoring in maths supported 100% of disadvantaged learners achieve ARE in SATs.

A focus on quality first teaching of reading with interventions carefully planned and executed when needed, all our KS2 disadvantaged learners achieved age related in end of year assessments.

Every child attended their class trips and residential, with support with funding where needed.

93% of children said they enjoyed school and 92% said school helped them feel more confident and 97% of parents said their child was happy at school and feels safe reflecting the ongoing work to ensure the well-being of pupils. Thrive and ELSA support has ensured children are settled quickly for the start of the day and emotionally ready to learn. Early morning check-ins have reduced in number and from regularly needed to ad hoc. Thrive intervention alongside class-based support has been very successful as demonstrated in a yearlong case study.

### 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 College CPD	National College
Little Wandle Letters and Sounds	Little Wandle
Walk Thrus	Oliver Caviglioli and Tom Sherrington

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*



Measure	Details
How did you spend your service pupil premium allocation last academic year?	Contributing towards to the cost of ELSA TA
What was the impact of that spending on service pupil premium eligible pupils?	Children have come into school with less frequent check-ins needed and significantly reduced ELSA sessions