

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	Ashdene Primary School
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 2024-25 2025-26
Date this statement was published	October 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Collette Mather, Headteacher
Pupil premium lead	Alex Gill, Assistant Headteacher
Governor / Trustee lead	David Felton, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,095
Recovery premium funding allocation this academic year	£1,305
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	£14,400

Part A: Pupil premium strategy plan

Statement of intent

At Ashdene, we believe that every child should have the opportunity to achieve and become their best, irrespective of circumstance. As such, the actions outlined in this statement are intended to support children who are vulnerable as well as disadvantaged learners.

We understand that best practice teaching will inherently support all learners and is proven to best impact the disadvantage attainment gap, and the actions below are designed to dovetail with wider school approaches and research-informed practice to maximise outcomes for all.

Our strategy aims to respond to both common challenges and individual needs, and so application of strategies and approaches will be informed by knowledge of the child, including clear assessment; it will not be based in assumptions about the impact of disadvantage.

Challenges

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

Challenge number	Detail of challenge
1	<i>Assessment and observation indicates that children from disadvantaged backgrounds often make slower progress in phonics and early reading.</i>
2	<i>Some disadvantaged children are less likely to undertake home reading, often lacking the appropriate resources to do so effectively, especially where phonics is still being acquired. This follows the pattern observed nationally.</i>
3	<i>Lower engagement and lesser parental support with home learning, including homework. As homework forms part of the school's overlearning approaches, it is likely to further impact attainment as these children progress through the school.</i>
4	<i>Maths development – particularly fundamental number knowledge – is an area of weakness for some children. This can cause delays in progress longer-term as they continue to work on fluency in basic knowledge while trying to also acquire more complex methods and deeper reasoning skills.</i>
5	<i>Lower attendance and the resultant impact on pupil's academic progress</i>

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
Enhanced early reading support for those children struggling to acquire fundamental phonetic decoding skills will enhance progress for all, especially the lowest 10-15%	<p>Reading assessment data / children's reading levels will show steady progress for all.</p> <p>Where children are not making expected progress, timely and effective support to ensure reading recovery by the end of Year 2 will be implemented. This may be alternatively paced phonics teaching and/or Reading Recovery intervention.</p> <p>Reading data will show efficacy for those children who access additional support.</p>
Greater engagement with home reading via paper and electronic texts, supporting pupil fluency and attainment in reading.	<p>Teacher assessment and observation indicates increased engagement with home reading.</p> <p>Progress data will evidence more consistent progress, particularly among disadvantaged pupils.</p>
Heightened engagement, particularly among disadvantaged and vulnerable learners, with valuable homework opportunities to revisit and overlearn key curriculum content, to support overall learning progress.	<p>Homework data will reflect heightened engagement numbers and levels. Activities are targeted to further embed cognitive approaches of retrieval and overlearning.</p> <p>Maths progress data will evidence impact.</p>
A sequential, progressive maths curriculum, supported by targeted overlearning and mapped intervention activities ensures children are secure in key maths concepts which are then built on in sequential small steps.	<p>Progress and attainment data shows positive impact for all learners, particularly low attainers/disadvantaged learners.</p> <p>Interventions are used selectively and short-term to develop particular skills/knowledge and support sustained age-appropriate progress.</p>
Children experiencing specific and high-level SEMH needs are supported with individualised intervention from a skilled practitioner; referrals to wider agencies are made where specialist support is needed.	<p>Children experiencing challenge are able to access early support within the school setting.</p> <p>Entry and exit assessments show impact of short- and medium- term targeted SEMH support.</p> <p>Referrals to wider agencies are timely.</p> <p>Attendance and behaviour concerns for children with SEMH needs are minimised.</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: £ 7,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Professional Learning enabling staff to develop expertise in teaching early reading</i>	DFE Reading Framework 2023 EEF Improving Literacy OFSTED Research Review Series: English	1, 2
<i>White Rose and Power Maths resources for Maths teaching</i>	Cognitive Science approaches have proven efficacy, particularly in Maths teaching and learning. Embedding these into the curriculum	3, 4
<i>Subject Leads to develop sequenced and progressive curriculum including planned retrieval opportunities.</i>	Sequenced curriculum to support children's retention of key knowledge. Retrieval supports children in knowing and remembering the curriculum Rosenshine's Principles in Action	1, 2, 3
<i>Children's learning is shared with parents through knowledge jigsaws</i>	To support parents with a clearer understanding of what their children are learning	2, 3
<i>Purchase of additional home reading books for systematic synthetic phonics learning</i>	"Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading. Synthetic phonics approaches have higher impacts, on average, than analytic approaches. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches." - EEF	1, 2, 3
<i>Commando Joe's scheme purchase and RESPECT curriculum which has been developed</i>	To support the personal development of children and to address our observations around children's resilience being impacted. Commando Joe's has received DfE funding and support, and has evidenced outcomes	5

	for both behavioural and academic impact.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted reading interventions</i>	EEF research identifies that targeted structured intervention for children struggling with reading is a vital strategy. Reading interventions aim to address lagging reading skills, enabling children to close gaps swiftly.	1, 2
<i>Times Tables Rockstars subscription & targeted intervention group</i>	"Quick retrieval of number facts is important for success in mathematics. It is likely that pupils who have problems retrieving addition, subtraction, multiplication, and division facts, including number bonds and multiples, will have difficulty understanding and using mathematical concepts they encounter later on in their studies." - EEF	3, 4
<i>Overlearning Lessons</i>	Children receive overlearning sessions as and when required to enable children to further develop their English and maths skills. These are targeted with children being chosen for the afternoon sessions after morning lessons.	1, 2, 3, 4, 5
<i>Commando Joe Club Weekly</i>	Commando Joe club run by learning mentor to support targeted children with their personal development and who may be struggling with RESPECT values.	5
<i>Reading and Maths Clubs</i>	Targeted children receive additional support before school to support with fluency in both English and maths	1, 2, 3, 4, 5
<i>Homework club weekly</i>	"The average impact of homework is positive across both primary and secondary school. In the most effective examples homework was an integral part of learning, rather than an add-on. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through	1, 2, 3, 4, 5

	providing homework clubs for pupils)." - EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional Learning Mentor resource</i>	"There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future." - EEF	5

Total budgeted cost: £ 14,400

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.

Learning Mentor support

Learning Mentor resource was in much great demand; this is likely attributable in the main to COVID and its impact on children and families. Learning

Many children accessing regularly scheduled (usually weekly) Learning Mentor support moved past this within 2-3 half terms, though some with complex needs access this support longer-term. Reports from teachers and parents support the efficacy of this resource. The Learning Mentor also provided parent advice and supported children with attendance issues.. .

Teaching Assistants – targeted interventions

The use of teaching assistants to provide targeted support, both through ad-hoc sessions and progressive, routinely scheduled activity, has been a core element in provision in accelerating targeted children's progress. This has supported the school's provision and has provided additional targeted support to children who require it.

There has been a reduction in the use of formal intervention programmes, and greater use of the strong school curriculum planning to support children to catch up and keep up at their optimal level.

Targeted monitoring

In line with the above, NTS assessment data showed good progress for the majority of our disadvantaged learners. Where individual progress remains a concern, additional support through the SEN process has been applied.

Attendance

Through targeted attendance support meant that attendance was 96% at the end of the 2023/23 academic year. Persistent absenteeism was down to 10.34%, which is significantly below the national figure of 26.6%.

Assessment Data

98% of children pass the year 1 phonics screening test. Year 4 times table results were significantly above national. 100% of children passed the end of KS2 maths test. 97% passed the end of KS2 reading test.

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
Nessy	British Dyslexia Association
Times Table Rockstars	Maths Circle
Power Maths	Pearson
White Rose Maths	Maths Hub