

Pupil premium strategy statement

Ash CE VC Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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	Ash CE VC Primary School
Number of pupils in school	120
Proportion (%) of pupil premium eligible pupils	16% (19)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	R Bennett/ FGB
Pupil premium lead	R Bennett
Governor / Trustee lead	T Jones

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£36440
Recovery premium funding allocation this academic year	£2103
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	£38543

Part A: Pupil premium strategy plan

Statement of intent

Somerset Children's Plan (2022-2024)

Our vision is that Somerset children and young people grow up in a child friendly county that supports them to be happy, healthy and prepared for adulthood. Our vision will help keep our children and young people safe and be ambitious - building a county that encourages equality and diversity, protects the environment and is ambitious on climate change for future generations, and in creases social mobility that in turn will build a more prosperous county. We aim to improve outcomes for all our children whilst recognising the need for outcomes to improve faster for vulnerable children and young people.

Our Objectives

- To ensure our curriculum from 2-11 gives every child the best chance of meeting or succeeding age-related expectations in reading, writing and maths
- To ensure all disadvantaged pupils have access to the very best educational and development experiences to prepare them for life
- To narrow the gap between disadvantaged pupils and their peers in reading, writing and maths and attitudes to learning overall, so that they are well-prepared for KS3
- To ensure every pupil has access to a wide variety of cultural experiences that **enrich** their aspirations for the future, preparing them for life in modern Britain.

Our Strategy

- Our strategy aims to enable all staff to ensure vulnerable children have the very best **access to the learning available** and that the curriculum takes into account the starting points of pupils, swiftly addressing gaps in learning.

- The **acquisition of vocabulary and concepts** over time, must be carefully sequenced and reviewed to ensure all pupils have the opportunity to retain the knowledge and skills they need.
- We know that children do best when families, schools and others work in **partnership** together. Our strategy aims to increase participation and family involvement.

Key Principles

- To consider every child from 2-11 and how the curriculum meets their needs over time. All staff believe in every child's potential and have the very highest expectations of them.
- To nurture children and families who have suffered in the pandemic, to ensure progress is swift, and support is timely. Intervention at an early stage works best.
- To ensure that the principles of effective instruction underpin our delivery to ensure pupils know more and remember more over time.

Challenges

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

Challenge number	Detail of challenge
1	Low confidence and self-esteem
2	Access to high quality vocabulary and texts, on entry and beyond
3	Social isolation, pertinent to a semi-rural community
4	Social deprivation effects of the pandemic, some families requiring further support
5	Attendance of our vulnerable 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
<i>Over time, more disadvantaged pupils achieve the expected standard in R, W, M</i>	% increase in ARE and based on prior attainment.
A cohesive, inclusive curriculum that prioritises cultural capital and vocabulary acquisition.	Disadvantaged pupils can talk about how their educational experiences link to their learning.
All pupils access a rich careers and diversity programme	Pupils are aspirational about their future and are inclusive and aware of diversity.
Disadvantaged pupils have access to high quality texts at home and at school. Families know how to support their child with early reading.	% of disadvantaged pupils passing the phonics check. Parent confidence in supporting early reading.
Pupils are reaching ARE in their emotional development.	Pupils access ELSA/ THRIVE support swiftly. Pupils make progress based on entry/exit assessments.
Pupils from our Nursery enter our school setting well prepared in the prime areas, with an established routine, and repertoire of songs and texts.	% of Nursery children achieving the ARE in the Prime areas on entry. Staff have clear plans for the development of vocabulary and pre-reading skills in place.

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

Budgeted cost: £ 10000

Activity	Evidence that supports this approach	Challenge
<i>Purchase high quality books for library and teaching use to ensure pupils have access to wider range of texts, dyslexic Friendly texts, diverse representation.</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2
<i>Curriculum Support and CPD for</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2,3,4

teaching staff to include full curriculum development. ILI training for teaching assistants Speech and language training for teaching assistants Maths development for teachers	https://www.ncetm.org.uk/teaching-for-mastery/mastery-materials/primary-mastery-professional-development/	
No Outsiders programme to be implemented across the school and nursery.	https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	1,2,3,4

Resources purchased to support the programme.		
Reading Sessions for parents (Little Wandle Approach, delivered by reading leader)	https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_ParentalEngagement_Guidance_Report.pdf	2
Early Years Curriculum Support and development Hygge in the Early Years	https://numbersensemaths.com/training/eyns-idt#:~:text=The%20Early%20Years%20Number%20Sense,the%20programme%20in%20your%20school. https://www.littlewandlelettersandsounds.org.uk/	1,2,3,4,5

Little Wandle (Phase 1) Numberse training for Nursery Team	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring Programme Group Year 6 (English and Maths)	https://educationendowmentfoundation.org.uk/news/eef-responds-to-the-education-recovery-plan	1,2
Targeted tuition programme KS2 wider group (English and Maths)	https://educationendowmentfoundation.org.uk/news/eef-responds-to-the-education-recovery-plan	1,2

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

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA delivery	https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	1
Forest School Provision	https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	1,3
THRIVE CPD and development	https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	1
Creating and sustaining link with local food bank and charity to ensure families have swift access to support.	https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf	1,2,3,4,5
Breakfast Club Subsidy	https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res	1,5
Early Help	https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf	1,5

Tracking-regular check-in for lateness and any other needs (run by DSL team)		
Trips and Visits Subsidy	https://www.learningaway.org.uk/impact/evaluating-learning-away/	1,3,4
Military Families Project	https://storage.rblcdn.co.uk/sitefinity/docs/default-source/campaigns-policy-and-research/supporting_service_children_in_england_18.pdf?sfvrsn=ce83883b_2	1,3

Total budgeted cost: £ 38500

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.

Activity	Impact
SENCO Training	All pupils with SEND have a clear plan to support them in school. Cascade training in place to support the use of the graduated response tools. APDR cycle is robust, with a plan in place for each learner who requires this.
ELSA Support	15 children had intervention ranging between 6-10 weeks. All post-intervention assessments show progress in resilience, confidence and self-esteem. One child has required follow-up in the next term.
Numbersense Maths / Cracking Times tables	100% PP students achieved the GLD in reception (1) Times Tables check mean result increased from 16.5 (21-22) to 23.5 (22-23) PP students achieved an average of 20.5.
Little Wandle Synthetic Phonics programme	All children make progress with intensive daily support. Where pupils did not meet the standard for the phonics check

	at year 1 or 2, there are specific SEND needs, and/ or speech and language interventions in place.
Cornerstones curriculum resources	Subject monitoring shows raised standards in content and presentation of foundation subjects . Pupil voice activities show that children are linking concepts and ideas more fully. Teachers have a framework of resources to adapt that focus on retrieval in each lesson.
Forest School	12 children accessed Forest School sessions throughout the year, with increasing confidence. Group skills and social communication improvements.
Food Bank Links	Our local food bank is used by our most vulnerable families.
Subsidised breakfast club provision/ Attendance	10 PP pupils accessed subsidised Breakfast provision, the uptake increased at the point where there was a subsidy available. Attendance in the PP cohort is a concern, lagging behind the school average at 89.7%

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
THRIVE	Thrive
ELSA (Continuing supervision)	Support Services for Education (Somerset)
Little Wandle (Synthetic Phonics Programme)	Wandle Learning Trust
Ukulele sessions (enrichment)	Support Services for Education (Somerset)
Numbersense (Fluency)	Numbersense Maths Ltd