

Pupil premium strategy statement – Ashby Willesley Primary School

This statement details our school's use of pupil premium funding for 2023-2026 to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in the next three academic years and the outcomes for disadvantaged pupils last academic year as well as an evaluation of our last strategy statement. Yearly updates are in red.

School overview

Detail	Data
Number of pupils in school	405
Proportion (%) of pupil premium eligible pupils	6.1% (25)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Chloe Dilks (Headteacher)
Pupil premium lead	Ashleigh Dowell
Governor	Lydia Leeson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,130
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£43,130

Part A: Pupil premium strategy plan

Statement of intent

At Ashby Willesley Primary School we endeavour to ensure that all pupils, irrespective of their background or the challenges they face, receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a variety of barriers, which may influence their learning. We carefully consider the challenges faced by our children by assessing and analysing each child's individual barriers to learning. The aims of our strategy also support our vulnerable children, irrespective of whether they are eligible for pupil premium funding or not. We are aware that not all children who are in receipt of the Pupil Premium Grant are disadvantaged and therefore we consider strategies to extend and challenge their learning as well as embed high aspirations for all. High-quality teaching is at the heart of our approach. 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 (Education Endowment Foundation 2021). As a school we have implemented a restorative approach to behaviour alongside our core values, to enable children to take responsibility and reflect on their actions in a fair and supportive manner.

Setting key priorities is essential to using the PPG effectively. The following priorities work towards supporting all children at Ashby Willesley, including our most disadvantaged, to be:

- Self-regulated learners able to approach tasks, monitor and evaluate their learning and emotions independently.
- Confident and resilient individuals who are self-aware about their well-being and health.
- Fluent and skilled readers who are able to navigate texts with confidence, reading to learn across the curriculum.
- Exposed to a rich array of experiences to build cultural capital.
- Articulate communicators to present and share their ideas and listen to others viewpoints.
- Effective collaborators who show mutual respect and tolerance to those around them.
- Have high aspirations for themselves now and for the future.

In being able to achieve the above, this should in turn, stimulate children who enjoy learning and want to take ownership over their own learning now and in the future. This means a central feature of our strategy is to raise the attainment and progress of our children so that gaps between PP and non-PP pupils close over time in order for our children to:

- Have data at least in line with those of non-PP in school across the curriculum.
- Have support with social and emotional well-being needs so that they feel happy, safe and confident.
- Have opportunities to explore the extra-curricular, have a range of cultural capital opportunities to enhance their education, whilst developing their skills and character.

In order to achieve our objectives and overcome identified barriers to learning we will:

- ✓ Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- ✓ Work closely with families who may need support with attendance.
- ✓ Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition.
- ✓ Target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences.

- ✓ Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- ✓ Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.
- ✓ To have consistently high expectation and aspirations for all children.
- ✓ Have an individualised approach to address barriers to learning, ensuring that our approach is not generic, but is tailored to our children.
- ✓ Have strategies that are driven by data and evidence and are reviewed frequently, following a tiered approach.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Challenges

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

Challenge number	Detail of challenge
1	Assessments at the end of Key Stage 1 and 2 indicate that attainment is lower for disadvantaged pupils compared to non-disadvantaged pupils in reading, writing and maths.
2	From attendance data, disadvantaged pupils have lower attendance than their peers. As indicated by our analysis and research, the impact this has on lost learning time is one of the main contributors to gaps in learning. Observations have also indicated that some of those children with lower attendance, struggle to settle well into school when they are in.
3	Baseline assessments, discussions and observations, reflect underdeveloped speech and language skills upon entry to school. This includes pronunciation of speech sounds as well as vocabulary which has a direct impact on their phonics progress and reading and writing skills. These difficulties are more prevalent amongst our disadvantaged pupils.
4	The number of children within school who have a range of emotional and social needs continues to increase and requires additional support.
5	Assessments and observations suggest that disadvantaged children are having greater difficulty accessing phonics than their peers. This can be for a combination of reasons such as poor attendance, SEND, listening and attention skills.
6	Discussions with families and children suggest that many of our disadvantaged children have limited access to enrichment opportunities beyond the school gates and this could have an impact on the wider aspirations they may have for themselves.
7	Changes in family circumstances and support that families need has increased, particularly in those families who are eligible for PPG. This can result in them needing help to access support from external agencies. Some family's engagement with school is limited and therefore relationships with school have to be encouraged and supported.

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
Improved reading, writing and maths attainment for disadvantaged pupils at the end of KS2.	<p>Demonstrated by:</p> <ul style="list-style-type: none"> - To show that at least 85% of PP children meet the expected standard in reading, writing and maths. <p>How?</p> <ul style="list-style-type: none"> - Children who need support in any area to be identified swiftly through teacher assessment. - Regular moderations at school and trust level across the school for writing. - CPD provided by subject leads to share good practise which is inclusive for all. - Internal and external interventions to be provided. - Accelerated reader to be utilised to support those children struggling with reading comprehension skills. - CPD with the SENDCo of how to support children who may have SEND needs in particular subject areas.
To achieve sustained improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Demonstrated by:</p> <ul style="list-style-type: none"> - Overall attendance for all pupils at least 97% and PP pupils attendance to be in line with non-PP pupils. <p>How?</p> <ul style="list-style-type: none"> - Allocated, funded breakfast -club places for children who are persistently late or absent. - PP lead and headteacher to work together to monitor attendance and act e.g. contact families if attendance drops below 90%. - Persistent absence patterns to be recognised, monitored and actioned.
A decrease in children needing to be referred for SALT as they move into KS1.	<p>Demonstrated by:</p> <ul style="list-style-type: none"> - Less children needing to be referred for SALT through the NHS. <p>How?</p> <ul style="list-style-type: none"> - EYFS team to identify and speech and language needs upon entry to school. - Private speech and language to attend school and support, in particular with pronunciation of speech sounds. - Staff to receive targets from speech and language therapist and continue to work on these between sessions. - EYFS team to provide speech and language interventions where appropriate, particularly those who need support with language development.
To achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.	<p>Demonstrated by:</p> <ul style="list-style-type: none"> - Qualitative data from student voice, student and parent surveys and teacher observations show pupils are able to articulate their feelings confidently and self-regulate.

	<ul style="list-style-type: none"> - Qualitative data from student voice, student and parent surveys report that pupils feel safe and happy. <p>How?</p> <ul style="list-style-type: none"> - Refined referral process for staff to refer identified pupils for targeted support with the school ELSA. - The PP lead and headteacher to provide on-going support for those pupils who are part of families receiving external or extra support. - To explore how our offer of play can increase social and emotional skills.
Increased percentage of PP pupils passing the phonics screening in Year 1.	<p>Demonstrated by:</p> <ul style="list-style-type: none"> - Phonics outcomes for PP pupils will increase over time. - The gap between PP pupils and non-PP pupils will be narrowed to within 5%. <p>How?</p> <ul style="list-style-type: none"> - Sounds Write phonics programme taught daily in EYFS and Year 1 by trained staff. - Children will be swiftly recognised when in need of support and 1-1 and small group interventions will be provided by trained staff. - More staff will be trained in Sounds Write to ensure children receive high quality teaching. - Memory for learning strategies will be used in EYFS to support children who struggle to retain phonic sounds.
Positive engagement with PP parents and support provided for both children and families in the appropriate capacity.	<p>Demonstrated by:</p> <ul style="list-style-type: none"> - Qualitative data from student voice, student and parent surveys will show families feel well supported and confident to ask for help from school. - Correct support will sign-posted to families or children when required. <p>How?</p> <ul style="list-style-type: none"> - Any concerns/ referrals/ or advice provided to be logged on CPOMs to ensure things can be monitored and actioned appropriately. - Communication with parents to be positive and encouraging. - Regular informal check-ins with families identified as needing support.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support staff to be trained in Sounds Write phonics scheme	'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils' (The EEF Guide to Pupil Premium 2019)	1, 5

	<p>We know that high-quality teaching makes the difference for all pupils, especially our most disadvantaged so this is a key element of our strategy. For this to happen we must ensure that staff receive training and are given time to research and reflect.</p> <p>The EEF (2021) suggests that to successfully implement a phonics programme staff should be trained to ensure they have the necessary linguistic knowledge and understanding.</p> <p>Research(EEF 2021) suggests that it is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils and as a school we believe that any intervention carried out to support these children should be by a trained member of staff to ensure consistency and accuracy.</p>	
Retention of staff and CPD for all, to support effective leadership development and roles.	<p>'High-quality CPD for teachers has a significant effect on pupils' learning outcomes as well as generally producing positive responses from teachers, in contrast to other interventions.' (IEP 2020)</p> <p>Ensuring that our most skilled and experienced staff stay in the profession by feeling valued and supported is essential.</p>	1, 5

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

Budgeted cost: £28,945

Activity	Evidence that supports this approach	Challenge number(s) addressed
Private Speech and Language Therapist (Increased in 24-25)	<p>We know that 'language provides the foundation of thinking and learning and should be prioritised' (EEF Guidance Report, Improving Literacy in KS1).</p> <p>Our aim is to identify and support barriers to learning caused by speech and language issues in children's early years. This is vital as we know that speech and language concerns can have lasting impacts upon life beyond childhood if unsupported such as being four times more likely to have reading difficulties, three times as likely to have mental health needs and twice as likely to be unemployed into adulthood (Law, J., Charlton, J., Asmussen, K. (2017). Language as a Child Wellbeing Indicator).</p>	1, 3, 5
Elite External Tutoring in Reading and Maths (Not continuing into 24-25)	<p>The evidence for the efficacy of tutoring is strong. The Education Endowment Foundation (EEF) highlights that targeted, frequent and consistent small-group tuition sessions can help struggling pupils to make around 4 months' additional progress over the course of an academic year.</p>	1

	To ensure children did not miss out on wider curriculum subjects, we have decided that external tutoring suited our children better. The Sutton Trust: Tutoring- The New Landscape (2023) supports this by stating 'Tutoring should ideally take place outside of and alongside lessons, not within or instead of them.'	
Effective deployment of staff- Teaching Assistants to support key children and year groups in lessons and small groups.	EEF research guidance: Teaching assistants 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.' Therefore staff were encouraged to use support within lessons so that children could still access whole class high quality teaching.	1, 5

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

Budgeted cost: £5, 790

Activity	Evidence that supports this approach	Challenge number(s) addressed
OPAL play implemented at lunch times	Play across the primary ages equates to 1 and a half years. Some children struggle to play due to not having had this modelled whilst others do not have interactions with others to fulfil some types of play. https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school	4, 6
After school club enrichment opportunities (including attending ME Sport after school club)	Having a range of after-school enrichment opportunities is important for us to be able to extend the opportunities which our children may not otherwise have access to, developing their life experiences, social skills and cultural capital. Ofsted have outlined that the development of cultural capital is key to enable pupils to be educated citizens of the future (Ofsted 2019).	6
Trip costs and visitor costs	Residential and outdoor adventure learning have been noted to have positive impacts on children's self-efficacy, motivation and teamwork. This has historically been a real highlight for our Year 6s, ensuring they have time to bond together as a team and develop key life skills needed for their journey ahead. Outdoor adventure learning may play an	6

	<p>important part of the wider school experience, regardless of any impact on academic outcomes, due to its ability to also stimulate collaborative learning and experience in order to develop cultural capital (EEF Toolkit, Outdoor Adventure Learning).</p> <p>Visitors that come into school help children consolidate learning as well provide a base for future aspirations.</p>	
Clothing and uniform	<p>The cost of living crisis has created difficulties for many families, particularly those who were already struggling financially. There is currently a lack of evidence to support uniform having an impact on academic outcomes but the EEF acknowledges that uniform contributes to the wider school ethos, behaviour and importantly attendance (EEF Toolkit, School Uniform).</p> <p>As a school we strongly believe that having a uniform attending school like their peers is incredibly important for self esteem and having a sense of belonging. Families are very appreciative when we provide support with uniform and PE kits.</p>	7
Funded breakfast club places	<p>The PP lead and Headteacher identified children who would benefit from a place within Breakfast Club based on their knowledge of children and families. We know that children are more likely to learn effectively if they have had access to a healthy breakfast. The EEF trialed the 'Magic Breakfast' programme and found up to 2 months learning progress for pupils attending the Breakfast Club in KS1 and KS2 (EEF, Working with Parents to Support Children's Learning, 2018).</p> <p>We have also found that it supports attendance and punctuality issues.</p>	2, 7
ELSA support	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. (EEF Social and Emotional Learning 2021)</p>	2, 4, 7

Total budgeted cost: £43,130

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Impact and results						
<p>1. To narrow the attainment gap between PP children and their peers in reading, writing and maths through high quality teaching and well planned for interventions.</p>	Maths Progress data 2-5 vs Whole School based on NTS Data						
	Summer Term All	Progress from March 23 to June 24	1.5	2.2	-2.2	-2.9	-0.5
		St score June 24	107.9	110.3	112.8	108.8	110.0
		% EXS and above June 24	94%	93.20%	93.00%	86.40%	0.9
		Progress from June 23 to June 24	N/A	0.3	-1.6	-3.9	-1.7
	Summer Term PP	Progress from March 23 to June 24	4.7	-1	-3	-2	-0.4
		St score June 24	100	111	95	96.7	100.7
		% EXS and above June 24	100%	100%	33%	33%	0.7
		Progress from June 23 to June 24	N/A	11.0	-1.3	-4.3	1.8
	Reading Progress data 2-5 vs Whole School						
	Summer Term All	Progress from March 24 to June 24	8.3	9.1	8.6	6.2	8.1
		St score June 24	113.8	110.6	115.6	114.9	113.7
		% EXS and above June 24	96%	87.90%	95.00%	90%	0.9
		Progress from June 23 to June 24	N/A	5.6	0.5	5.7	3.0
	Summer Term	Progress from March 24 to June 24	21	20	11	5.7	14.4
		St score June 24	115.7	117	103.3	114	112.5
% EXS and above June 24		66%	100%	66%	66%	0.7	
Progress from June 23 to June 24		N/A	33.0	-0.5	8.0	10.1	
<p>2. All PP pupils to make good progress in</p>	Maths Progress data 2-5						
	Progress from June 23 to June 24	N/A	11.0	-1.3	-4.3	1.8	

<p>reading, writing and maths.</p>	<p>Reading Progress data 2-5</p> <table border="1" data-bbox="555 259 1315 327"> <tr> <td data-bbox="555 259 847 327">Progress from June 23 to June 24</td> <td data-bbox="852 259 938 327">N/A</td> <td data-bbox="943 259 1042 327">33.0</td> <td data-bbox="1046 259 1137 327">-0.5</td> <td data-bbox="1142 259 1225 327">8.0</td> <td data-bbox="1230 259 1315 327">10.1</td> </tr> </table>	Progress from June 23 to June 24	N/A	33.0	-0.5	8.0	10.1
Progress from June 23 to June 24	N/A	33.0	-0.5	8.0	10.1		
<p>3. For all pupils to have the opportunity to take part in enhanced activities and to experience all opportunities offered by the school.</p>	<p>All children have the opportunity to attend swimming sessions on a Monday afternoon until they are able to swim the desired length. All pupils' trips, visits and clubs are subsidised so they have the same opportunities and experiences as others. Children are encouraged to take part in sports events and partake in sports teams.</p>						
<p>4. To address any social and emotional well-being issues or barriers.</p>	<p>Any children who are a concern for well-being issues are referred to and have sessions with our ELSA. Parents have been supported with resources they may be struggling to access which has included uniform, food and mental health support.</p>						
<p>5. To see an increase in in attendance for our pupil premium children as well as a decrease in persistent lateness.</p>	<p>Breakfast club spaces were offered and paid for to help punctuality and for some families to be able to get their children to school. Attendance for PP children was 95.58% in comparison to Non-PP 96.58%</p>						