



Ash Grove Primary Academy Pupil premium impact report 2022-2023



Metric	Data
School name	Ash Grove Primary Academy
Pupils in school	266 full time
Proportion of disadvantaged pupils	30.5% (81/266)
Pupil premium allocation this academic year	£110,079
Academic year or years covered by statement	2022-2023
Publish date	06 July 2023
Review date	01 September 2024
Statement authorised by	Kate Gawthorp
Pupil premium lead	Lisa Pugh
Governor lead	Claire Robert

Strategy aims for disadvantaged pupils

Measure	Activity	Details and Next Steps	Impact & evaluation
Priority 1	Attainment between pupil premium and non pupil premium nationally is closed	<p>Pupil premium children have full access to the whole curriculum.</p> <p>Pupil premium children achieve in line with non pupil premium children nationally.</p> <p>Pupil premium pupils make more rapid progress than their peers.</p>	<p>Reading PP - 71%</p> <p>Reading All - 73%</p> <p>Writing PP – 57%</p> <p>Writing All – 76%</p> <p>Maths PP – 71%</p> <p>Maths All – 85%</p>
Priority 2	Pupil premium pupils have access to powerful knowledge and cultural capital so that they develop the knowledge, understanding and vocabulary in line with non-pupil premium pupils nationally.	<p>Pupil premium children have access to extra-curricular activities and enhancements, including residential visits to enhance their understanding of the world.</p> <p>Pupil premium children have effective access to pedagogic practice that supports the development of long term memory.</p> <p>Pupil premium pupils are exposed to elicited teaching of vocabulary so they develop subject specific tier 2&3 language.</p> <p>Pupil premium pupils access powerful knowledge through a carefully planned curriculum so that they reach cumulative end points in every subject.</p>	<p>Reception teacher has attended oracy course.</p> <p>All children visited library twice and church twice.</p> <p>Y6 residential</p> <p>Y5/6 visit to Slavery museum Liverpool</p> <p>Reception visit to Yorkshire Wildlife Park</p> <p>Nursery pupils had animal visit</p> <p>Some PP pupils supported with payment.</p>
Priority 3	Parents of pupil premium pupils have effective relationships with school and as a result are able to support their children with their education.	<p>Clear communication between home and school resulting in positive relationships.</p> <p>Parents are aware of their child’s development, and how they can support them. As a result, pupils receive more consistent support from home.</p> <p>Communication with parents has improved as a result of school better understanding and meeting the needs of the pupil premium families.</p>	<p>Improved newsletter</p> <p>Parent events – SEND coffee morning, crafternoon, phonics workshops, lantern festival, concerts, stay and play sessions.</p> <p>Ofsted May 2023: <i>“Although the majority of parents are happy with the work of the</i></p>

		Parents feel they are partners in learning with the school and there are opportunities for them to attend a wide range of events.	<i>school a small number are not satisfied with the way that their concerns and worries are handled. These parents would like communication between school and home to improve. Leaders recognise there is work to do to improve the school's standing in the local community."</i>
Priority 4	Pupil premium children attend well. PA of PP children is reduced	Strong relationships between school and pupil premium families result in pupils attending more regularly. Pupil premium attendance is closer to national and shows an improving trend. Reducing PA for pupil premium pupils demonstrates improvement over time.	New Attendance officer in school supported by Trust EWO. Improved systems for home visits, attendance letters. <u>2022/23 Attendance Data</u> Whole School – 92.99% PP – 89.78% Whole school PA – 23% PP PA – 40.79%
Priority 5	The mathematical fluency of pupil premium children is improved so they are both successful in both reasoning and maths.	Outcomes in internal and external assessment demonstrate improvement in the pupil premium children in maths across all key stages ensuring they are better prepared for high school.	Y6 Maths PP – 71% Y6 Maths All – 85%

Barriers to learning these priorities address	<ul style="list-style-type: none"> • Children enter school with limited language. Language development over time is weak, leaving children to have a vocabulary gap compared with their peers. • Children have limited knowledge and understanding of the world and they do not have access to cultural capital and knowledge. • Parents have a limited understanding of how they can support their children to be even more successful at school
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- Attendance is not a high priority for some families. Term-time holidays are often taken due to a lower cost
- Pupils mathematical concepts and reasoning is not well developed. They have limited mathematical fluency which impacts on their ability to calculate, reason and problem solve.

Teaching priorities for current academic year - see strategy document for 21-24

Measure	Activity	Evaluations and Next Steps
Priority 1	CPD all staff on best pedagogical approaches based on research.	Rosenshine principles embedded. Teaching across school is good or better.
Priority 2	CPD all staff RWI including support from Trust lead	RWI Trust CPD for new staff September 2022. RWI training / coaching for RWI lead from Ruth Miskin and Trust lead. Weekly coaching for RWI teachers Weekly training for RWI teachers. 75% of Y1 passed PSC (high level of SEN need in the cohort). 75% (6 out of 8) of Y2 resits passed the PSC. The two children who didn't pass by the end of Y2 (one new to school and one SEN) to continue to received RWI tutoring next year.
Priority 3	CPD upper KS2 Staff RWI Freshstart	Freshstart is being used with UKS2 pupils.
Priority 4	CPD All staff Maths Mastery Programme	KS1 and EYFS staff attended mastery maths training in Autumn 2022.
Priority 5	KS1 Early Years Maths Hub Research Group	Mastering Number sessions in KS1 and Reception. Need to ensure more consistency of these next academic year.
Priority 6	Additional training provided for ECT to support teaching of pedagogic approaches to maths and reading.	Need to purchase more rekenrek.

Priority 7	Additional training to support curriculum subject leaders with the development of pedagogical approaches to be employed across the school.	Regular Trust-wide network meetings for subject leaders.
Priority 8	Additional time given to curriculum subject leaders to enable them to monitor and develop pedagogy of staff.	Weekly leadership time for all subject leaders (40 minute assembly session). Additional support for leaders from the Trust.
Priority 9	Additional time provided for subject leaders from across the Trust to meet, develop and support progress throughout their subject.	SLT supported subject leaders with monitoring. Ofsted May 2023: <i>“The curriculum is well organised. In most subjects the curriculum sets out what pupils will learn. In subjects where teachers have received more effective training for example in mathematics curriculum delivery is stronger. In most subjects, the curriculum is well planned and sequenced. In a small number of subjects for example history and science the knowledge that pupils should learn is not set out precisely.”</i>
Barriers to learning these priorities address		
Projected spending	£55,000	

Targeted academic support for current academic year- see strategy document for 21-24

Measure	Activity	Evaluations and Next Steps
Priority 1	Early Opening	Door open for 10 minutes each morning to allow soft start and time for teachers to speak to parents. Some children attend early for booster groups.

Priority 2	Booster Groups	Y6 booster groups delivered by Y6 TA.
Priority 3	Bespoke teaching by experienced Teacher – making use of TAs	Regularly TA meetings. RWI training for TAs. Need to have regular CPD for support staff.
Priority 4	RWI 1:1 tuition	RWI Trust CPD for new staff September 2022.
Priority 5	RWI Catch Up Session	RWI training / coaching for RWI lead from Ruth Miskin and Trust lead.
Priority 6	Delivery of RWI Freshstart	Weekly coaching for RWI teachers Weekly training for RWI teachers. 75% of Y1 passed PSC (high level of SEN need in the cohort). 75% (6 out of 8) of Y2 resits passed the PSC. The two children who didn't pass by the end of Y2 (one new to school and one SEN) to continue to received RWI tutoring next year.
Priority 7	Daily Maths Catch Up	Not embedded throughout school. Prioritise for next academic year.
Priority 8	Pre-Teaching	Not embedded throughout school. Prioritise for next academic year.
Priority 9	Timetabled release of staff to support the effective delivery of RWI groups/Catch Up Groups	Weekly coaching for RWI teachers Weekly training for RWI teachers
Barriers to learning these priorities address		
Projected spending	£20,000	

Wider strategies for current academic year

Measure	Activity	Evaluations and Next steps
Priority 1	Breakfast Club	Increased number of pupils attend breakfast club. Toast and talk morning check in also in place to support the most vulnerable pupils. Next steps – activities during breakfast club to ensure all are engaged and have a calm start to the day.
Priority 2	Home Support Visits for attendance from Learning Mentor.	EWO and new attendance officer make home visits as per the policy. <u>2022/23 Attendance Data</u> Whole School – 92.99% PP – 89.78% Whole school PA – 23% PP PA – 40.79%
Priority 3	Trust EWO employed to support attendance.	Trust EWO employed and regularly visits Ash Grove to support attendance monitoring as well as the training of the attendance officer.
Priority 4	Pastoral Care and support in school provided by Learning Mentor- extra staff member in pastoral team due to high need	Attendance officer and learning mentor as well as 5 DSLs make up the pastoral team.
Priority 5	Resources for Merlin and Mini Merlin provision	Continuous provision, sensory toys and books purchased for the Merlins and Mini-merlins.
Priority 6	Resources for outdoor & indoor provision to support children in closing gaps especially Year 1	Outdoor resources and indoor continuous provision resources purchased to promote learning through play.
Priority 7	Behaviour improvement/incentive strategies delivered by learning Mentor	New behaviour policy introduced. Ofsted May 2023:

		<i>'Pupils behave well in class and around school. The new behaviour policy is understood by staff and pupils. Pupils' behaviour is improving. If pupils become distracted in class, staff help pupils to refocus quickly. As a result, the behaviour of pupils does not disrupt learning.'</i>
Priority 8	<i>Trips, Visits, Residentials</i>	All children visited library twice and church twice. Y6 residential Y5/6 visit to Titanic museum Liverpool Reception visit to Yorkshire Wildlife Park Nursery pupils had animal visit Some PP pupils supported with payment.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils (cost of the attendance officer)	EWO meets with administrators on a regular basis and will meet with families when children become PA Weekly meetings in school with Head teacher and admin allowing for quick identification of any children where attendance is declining New school ethos and values launched to support children's understanding of the importance of being ready to learn
Projected spending	£35,000	

Monitoring and Implementation

Area	Challenge	Mitigating action	Evaluations and Next steps
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided	Staff meetings and INSET days have been meticulously planned for with a clear focus.

		to allow for release to work alongside senior leaders	A clear monitoring calendar has been developed during the academic year. Trust curriculum is being introduced next year.
Targeted support	Engaging children in and developing early reading.	RWI lead able to support / coach 1:1 tuition.	Regular coaching and training. Phonics workshops for parents. 1:1 tuition
Wider strategies	Engaging the families facing most challenges	Working closely with the LA and early help hub to provide additional support Learning mentor attends relevant courses to help support her in her role (Input Services)	Links developed with Teams around the School. This enables families to be signposted as and when needed. Parent concerns addressed and many opportunities for parents to come into school and to give feedback. Some parents disengaged and this needs to be a continuing focus next year.

