

Pupil premium strategy statement

This statement details our school's use of pupil premium 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 Grove Primary Academy
Number of pupils in school	260 Full Time
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024 Current Year 2023/34
Date this statement was published	05.09.23
Date on which it will be reviewed	05.09.24
Statement authorised by	K Gawthorp
Pupil premium lead	Jessica Applegarth
Governor / Trustee lead	Claire Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,245
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£107,245

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium funding is allocated for pupils who are currently receiving or have received Free School Meals (FSM) within the last six years, for Looked After Children and for children whose parents are in the armed forces.

It is additional funding given to schools in order to address the inequalities between those children eligible for free school meals and their peers. It is our duty to use the Pupil Premium funding effectively in order to raise achievement and diminish the difference between these children and their peers both at a school and at a national level.

At Ash Grove Primary Academy our main priority is to make sure that all children have access to a high-quality teaching and to ensure there are strong systems in place to monitor teaching and learning. The curriculum at Ash Grove has been designed and developed from the National Curriculum and we have used research from Christine Counsell, Chris Quigley, Mary Myatt, Tom Sherington, Chris Quigley and Rosenshine's principles so our children have the best pedagogical approaches based on cognitive load theory. Teachers have access to high quality CPD that is planned effectively around research and is ongoing including appropriate tasks and coaching to enable them to have the right skills and knowledge. If and when any children experience barriers to their learning bespoke intervention is implemented swiftly and again monitored carefully by staff.

Challenges

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

Challenge number	Detail of challenge
1	<i>Children enter school with limited language. Language development over time is weak, leaving children to have a vocabulary gap to their peers.</i>
2	<i>Children have limited knowledge and understanding of the world and they do not have access to cultural capital and knowledge.</i>
3	<i>Engagement of parents isn't always strong, impacting home-school communication and collaboration.</i>
4	<i>Attendance is not a high priority for some families, term-time holidays are often taken due to a lower cost</i>
5	<i>Pupils need to develop early reading skills in order to fully access the curriculum and increase life chances.</i>
6	<i>Pupils writing skills are not well developed; their vocabulary, grammar and writing stamina impacts on how well they achieve at writing.</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
Attainment between pupil premium and non pupil premiums nationally is closed	<p>Pupil premium children have full access to the whole curriculum.</p> <p>Pupil premium children achieve inline with non pupil premium children nationally.</p> <p>Pupil premium pupils make more rapid progress than their peers.</p>
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 explicit 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>
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>Parents feel they are partners in learning with the school and there are opportunities for them to attend a wide range of events.</p>
Pupil premium children attend well. PA of PP children is reduced	<p>Strong relationships between school and pupil premium families result in pupils attending more regularly.</p> <p>Pupil premium attendance is closer to national and shows an improving trend. Reducing PA for pupil premium pupils demonstrates improvement over time.</p>
Attainment between pupil premium and non pupil premium nationally for early reading is closed	Outcomes in internal and external assessment demonstrate improvement in the pupil premium children in reading across EYFS and KS1 ensuring they are better prepared to access a wide curriculum.
Attainment between pupil premium and non pupil premiums nationally for writing is closed	Outcomes in internal and external assessment demonstrate improvement in the pupil premium children in reading across EYFS and KS1 ensuring they are better prepared to access a wide curriculum.

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: 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD - all staff on best pedagogical approaches based on research.	Pedagogical approaches based on cognitive load theory, (Rosenshine, Sherrington) MARGE theory (Shimimura) EEF best practice Quality First Teaching.	1, 2, 5 & 6
CPD all staff RWI including support from Trust lead	DFE approved programme for synthetic phonics for the teaching of early reading and to support pupils to catch up who did not achieve phonic screening at the end of KS1.	1, 2, 5 & 6
CPD upper KS2 Staff RWI Freshstart	Proven approach to teaching synthetic phonics to children in UKS2 to develop fluency in reading.	1, 2, 5 & 6
Kinetic Letters	Handwriting EEF best practice Quality First Teaching.	6
English & RWI leaders continue to meet with Trust Leads to ensure training is kept up to date with latest research	See above re CPD	1, 5 & 6
Additional training provided for ECT to support teaching of pedagogic approaches to writing and reading.	See above re CPD	1,5 & 6
Additional training to support curriculum subject leaders with the development of pedagogical approaches to be employed across the school.	New Trust Curriculum being designed by specialists across the Trust to ensure all children have access to an aspirational curriculum that goes beyond the National Curriculum	1 & 2

Additional time given to curriculum subject leaders to enable them to monitor and develop pedagogy of staff.	Pedagogical approaches based on cognitive load theory, (Rosenshine, Sherrington) MARGE theory (Shimura) EEF best practice Quality First Teaching.	1 & 2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Booster Groups	To help prepare and support children in accessing end of Key Stage 2 SATs- EEF- Extending School Time	1, 4, 5 & 6
Bespoke teaching by experienced teacher	EEF- making best use of Teaching Assistants	1, 5 & 6
RWI 1:1 tuition	DfE approved programmes of learning for synthetic phonics	5
RWI Catch Up Session	Dfe approved programmes of learning for synthetic phonics	5
Delivery of RWI Freshstart	Dfe approved programmes of learning for synthetic phonics	5
Pre-Teaching	EEF research-based document- Making best use of Teaching Assistants	1, 5 & 6
Timetabled release of staff to support the effective delivery of RWI groups/Catch Up Groups	EEf Research/Dfe approved programmes of learning for synthetic phonics	5

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

Budgeted cost: £34,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	EEF- Pupil Premium Guide	3, 4 & 5

Home Support Visits for attendance from Learning Mentor.	EEF- Parental engagement	3 & 4
Trust EWO employed to support attendance.	EEF- Parental Engagement	3 & 4
Pastoral Care and support in school provided by Learning Mentor- extra staff member in pastoral team due to high need	EEF Blog- Social and Emotional Learning	All
Resources for Merlins and Mini Merlins provision	EEF Blog- Social and Emotional Learning	All
Behaviour improvement/incentive strategies delivered by Learning Mentor	EEF-Improving behaviour in schools	All
Attendance improvement/incentive strategies delivered by Attendance Officer		3 & 4
Trips, Visits & Residentials	EEF- Enrichment	2

Total budgeted cost: £110,000

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 2023 2021 academic year.

Please refer to PP Strategy 2022-2023 on website.

CIC/PCIC Pupil premium funding (optional)

No children currently at Ash Grove