

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	West Ashtead Primary School
Number of pupils in school	250
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Sept 2021 – July 2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Ruth Hall
Pupil premium lead	Ruth Hall
Governor / Trustee lead	Tom Hadcroft

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,350
Recovery premium funding allocation this academic year	£4,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£44,700

# Part A: Pupil premium strategy plan

## Statement of intent

At West Ashtead Primary, we pride ourselves on treating each child and their family on an individual basis and strive to build positive relationships with our families. We focus on CPD to support Quality First Teaching in all of our lessons, additional staffing and strategies to support children both in the classrooms and in short term interventions as well as incorporating wider approaches so that children receive a broad, balanced and holistic approach to their learning and development. Each child in receipt of Pupil Premium has their own one page profile identifying their learning needs, aspirations and outlining how best we can support them. We have regular progress meetings where attainment and progress is discussed and a gap analysis drawn up. Every child at West Ashtead is treated with the same level of acceptance and respect. We believe that every child should be given the right level of support or challenge to become an independent learner.

Our overarching aim is to raise the number of pupils developing the knowledge and skills required to achieve Age Related Expectations and beyond whilst also participating fully in school life, opportunities and experiences with confidence.

This strategy plan has been drawn up using information from internal data, monitoring and discussions with pupils and their families.

## Challenges

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

Challenge number	Detail of challenge
1	Early language skills can be behind their peers Eg in 2020-21 50% PP needed language intervention, 50% PP needed phonics intervention through Bear Necessities and 75% PP needed daily individual reading.
2	Reading – PP children score significantly below non PP children in the areas of vocabulary, inference and deduction
3	Grammar and Punctuation – PP children score significantly below peers in grammar and punctuation
4	Maths – PP children score significantly below peers in number, place value and calculations
5	Attendance for Sept 2020-July 2021 was 91% (non PP (97%) 42% of PP children are at risk of poor attendance (90 – 95%) with 17% with attendance below 90%. Reduced attendance causes children to fall behind in attainment and progress and prevents full participation in the school community.

## 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
Strengthen <b>oral language</b> skills	Children make rapid progress in their acquisition of language skills so that by end of KS1 they have caught up with their peers in S+L and reading
<b>Reading</b> – PP children make expected or better progress alongside their peers	PPG pupils' inference and deduction skills are strengthened PPG pupils vocabulary knowledge is widened PPG pupils read fluently, with confidence and for pleasure Pupils eligible for PPG make same or greater progress than non PPG across KS1 and KS2 Attainment differences between PPG and non PPG are diminished
<b>Grammar and Punctuation</b> - PP children make expected or better progress alongside their peers	Pupils eligible for PPG are able to apply punctuation and grammar in their writing across the curriculum Pupils eligible for PPG make same or greater progress than non PPG across KS1 and KS2 Attainment differences between PPG and non PPG are diminished
<b>Maths</b> - PP children make expected or better progress alongside their peers	Pupils eligible for PPG are confident mathematicians. They are able to apply maths concepts and skills in problem solving and reasoning. Pupils eligible for PPG make same or greater progress than non PPG across KS1 and KS2 Attainment differences between PPG and non PPG are diminished
<b>Attendance</b> – PP attendance is aligned to peers and that children for whom attendance is in range of 85% - 90% is improved	PPG pupils show improved attendance. There is a reduction in the number of PPG whose attendance is poor or of serious concern

## 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: £ 13,407

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching	<i>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. <b>EEF High Quality Teaching</b></i>	1 - 4
Access to high quality texts through Power of Reading materials from CLPE and whole class reading texts	<i>Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. <b>EEF Reading Comprehension Strategies</b></i>	1 - 3
Effective support and challenge through TA deployment and training	<i>Well-evidenced teaching assistant deployment can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. <b>EEF Teaching Assistants</b></i>	1 - 4

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

Budgeted cost: £ 24,743

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre/post teaching/individual targeted support in class	<i>Well-evidenced teaching assistant deployment can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. <b>EEF Teaching Assistants</b></i>	1 - 4

Early language skills identified and strengthened through LanguageLink and NELI	<i>Oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</i> <b>EEF Oral Language</b>	1,2
Five strands of reading are supported by use of Lexia online reading programme	<i>Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.</i> <b>EEF Reading Comprehension Strategies</b> <i>For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction allows activities that are closely matched to a pupil's attainment. This can support pupils to consolidate their learning and practise skills or develop mastery before progressing to the next stage of the curriculum. More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers to learning.</i> <b>EEF Individualised Instruction</b>  <i>West Ashtead replicates common elements of effective interventions</i> <b>EEF TA deployment</b>	2
Identified children secure phonics knowledge and application through Literacy for All intervention	<i>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</i>  <i>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</i> <b>EEF Phonics</b>	2
Embed learning and interests through termly donation of fiction and non fiction	<i>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</i> <b>EEF Phonics</b>	1,2
Grammar and Punctuation - identified gaps are addressed	<i>For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction allows activities that are closely matched to a pupil's attainment. This can support pupils to</i>	3

through small group interventions	<i>consolidate their learning and practise skills or develop mastery before progressing to the next stage of the curriculum. More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers to learning. <b>EEF Individualised Instruction</b></i>	
Maths – Identified gaps and misconceptions are addressed through personalised 3rd Space Learning	<i>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum. <b>EEF 1-1 Tuition</b></i>	4
Fluency and confidence is strengthened through access to Doodle Maths	<i>For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction allows activities that are closely matched to a pupil's attainment. This can support pupils to consolidate their learning and practise skills or develop mastery before progressing to the next stage of the curriculum. More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers to learning. <b>EEF Individualised Instruction</b></i>	4

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

Budgeted cost: £ 6,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA provision via small group or bespoke support as appropriate	<i>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. <b>EEF Social and Emotional Learning</b></i>	5
Further opportunities through fully funded club	Full participation in school life	5

and music subscriptions		
Attendance – monitoring by SLT and follow up and support from outside agencies as appropriate. SLT to investigate strategies to encourage attendance	High attendance has a greater impact on progress and attainment	5

**Total budgeted cost: £ 44,700**

## 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 2020 to 2021 academic year.

Languagelink –
Lexia –
NFER – enabled more forensic analysis and detailed understanding of areas in which our PP do not achieve as well as their peers.
Parent relationships have strengthened. See individual case studies

### 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

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

Termly parent/child session with HT to share aspirations and further opportunities

Termly pupil progress meetings to focus on attainment and progress

Half termly discussion group with SLT to share interests and experiences