

## Pupil premium strategy statement – Ashcombe Primary School 2023-24

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	634
Proportion (%) of pupil premium eligible pupils	22.5%
Academic year/years that our current pupil premium strategy plan covers	<b>2023-24 to 2025-26</b>
Date this statement was published	31.12.23
Date on which it will be reviewed	31.12.24
Statement authorised by	Chris Penny
Pupil premium lead	Chris Penny
Governor / Trustee lead	Thomas Johnson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£236,747.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£22,874
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£259,348

## Part A: Pupil premium strategy plan

### Statement of intent

Our pupil premium strategy at Ashcombe is to reduce or mitigate the disadvantages our pupils face day to day. Pupil premium pupils are not a homogenous group of pupils with a common set of barriers – for this reason strategy encompasses many elements of what we do as a school and staff body. We can summarise our key strategy as being encompassed by three overarching aims.

#### Wave 1 teaching and intervention:

The area in which staff can affect the greatest difference for all pupils is through quality wave 1 provision. For this reason, our long term strategy is about securing the best pedagogical approaches and embedding these across our staffing team. The EEF writes: 'The Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes.' The primacy of wave 1 teaching is backed with short specialised interventions to meet gaps in learning.

#### Curricula opportunities:

Sitting alongside this objective is our aim to reduce and mitigate the broader effects of disadvantage which might inhibit our pupils' life chances. Many disadvantaged pupils do not arrive into school from reading rich environment. Alex Quigley writes that 'Reading is the master skill' of the curriculum because it unlocks the rest of the academic curriculum – for that reason our strategy has prioritised reading over the last few years. Our knowledge rich curriculum is aimed at deliberately equipping pupils with the powerful knowledge they need to navigate the world when they leave us. We also aim to support disadvantaged pupils in accessing the experiences that their non-disadvantaged peers can access more readily.

#### Pastoral Support:

Children in school are living through a challenging nationally. The pandemic, cost of living crisis and energy crisis have put a strain on families. Disadvantaged families have been hit hardest and there are a range of complex issues pupils and their families are facing. Another key element of our Pupil Premium strategy is to provide robust pastoral support through a behaviour curriculum which teaches children what good behaviour looks like, a pastoral team trained in the interventions needed to support pupils and a mental health and wellbeing strategy to meet the needs of all pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attainment of disadvantaged pupils</b> – There is an in school and national trend of disadvantaged pupils attaining less than their non-disadvantaged peers. Our assessments, observations and discussions have highlighted the importance of enabling conditions for developing English through vocabulary, reading and writing as a priority as well as embedding a knowledge rich curriculum to support the acquisition of further knowledge.
2	<b>Attendance of disadvantaged pupils</b> – Our records have shown that our disadvantaged pupils have a higher rate of absence and our disadvantaged pupils have a higher percentage of persistent absenteeism than pupils who are not disadvantaged. Our assessments, observations and discussions have found that some disadvantaged pupils need further support and intervention for improved attendance.
3	<b>Mental Health and wellbeing of disadvantaged pupils</b> – Our records and tracking has shown that disadvantaged pupils have needed more referrals and interventions for mental health support than their non-disadvantaged peers. This is backed by national studies which have indicated this is a national problem Working with the MHST has highlighted the need for a whole-school approach coupled with pupil and parental interventions.
4	<b>Behaviour incidents of disadvantaged pupils</b> – Our behaviour records show that disadvantaged pupils are involved in behaviour incidents at a disproportionately high level compared with their non-disadvantaged peers. Our assessments, observations and discussions have found that a whole school approach coupled with additional pastoral support is needed to support our pupils.
5	<b>Play provision for disadvantaged pupils</b> – Pupil voice and our own observations and assessments have indicated that our current play provision is not adequately meeting the needs of our disadvantaged pupils, many of whom have gaps in their development as a legacy of the pandemic which has compounded their disadvantage.

## 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
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<p><b>Reading</b> - Improved reading attainment for disadvantaged pupils in national assessments including Phonics and KS2 reading</p>	<p>Phonics attainment in year 1 exceeds national comparators in 2024/25</p> <p>Reading attainment at KS2 exceeds national comparators for disadvantaged pupils in 2024/25</p> <p>Where available, KS2 outcomes are in line with FFT 20 targets in 2024/25</p>
<p><b>Writing</b> - Improving writing attainment for disadvantaged pupils at the end of KS2</p>	<p>Comparative Judgement indicates attainment of PPG pupils are outperforming peers in 2024/25</p> <p>Reading attainment at KS2 exceeds national comparators for disadvantaged pupils in 2024/25</p> <p>Where available, KS2 outcomes are in line with FFT 20 targets in 2024/25</p>
<p><b>Wellbeing and Behaviour</b> – Improve the wellbeing, mental health and behaviour of our disadvantaged pupils.</p>	<p>Reduction in the number of behaviour incidents involving disadvantaged pupils at the end of 2024/25.</p> <p>Pupil voice indicates improvement in wellbeing and happiness.</p> <p>Staff and parental surveys indicate an improvement in behaviour.</p>
<p><b>Attendance</b> - To achieve and sustain improved attendance for all pupils and especially our disadvantaged pupils.</p>	<p>The gap in attendance between disadvantaged pupils and non-disadvantaged pupils is reduced.</p> <p>Persistent absenteeism is reduced for disadvantaged pupils.</p>

### 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: £ 99,944.50

(Phonics training funded by English Hub and EIS Project)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training in a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>‘Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress.’ EEF. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1</p>
<p>Support teachers to provide high quality wave 1 teaching in class by participating in CPD through the WALKTHRU programme</p>	<p>Good and Outstanding teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the PPG funding to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for Pupil Premium. Our priority at Ashcombe Primary School is to ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving. The EEF writes: ‘One factor – the quality of teaching in formal education – holds huge potential in reducing, and in some cases even eliminating, the attainment gap.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p>	<p>1</p>
<p>EIS (Education, Inspire and Support) Project – Training staff is delivering a nationally renowned English programme</p>		<p>1</p>

<p>Ensure that every class has a full time Teaching Assistant in the classroom.</p>	<p>Providing high quality wave one teaching to all pupils (including PPG eligible children) will ensure children have adequate support across all areas of the curriculum. The EEF note that: 'Teaching assistants can provide a large positive impact on learner outcomes.' In years 5 and 6, teaching assistants are trained to deliver high quality interventions to children – including those eligible for PPG. This approach is supported by the EEF who discuss how TAs trained to deliver an intervention to small groups or individuals have a high impact on learning. 'The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.' Due to school closures during the pandemic, children have large gaps in their learning and may have additional emotional and behavioural needs that extra adults</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1, 3, 4</p>
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

Budgeted cost: £ 82,070.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily reading to improve fluency	<p>Scientific research has consistently recognized the critical nature of fluency as a bridge between effortful decoding and comprehension. A fluent reader is one who can accurately and automatically decode words.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency">https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</a></p>	1
ELS Phonics Interventions	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics#:~:text=This%20involves%20the%20skills%20of,or%20graphemes%2C%20which%20represent%20them.">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics#:~:text=This%20involves%20the%20skills%20of,or%20graphemes%2C%20which%20represent%20them.</a></p>	1
Lightning Squad	<p>9,965 pupils completed at least 20 more sessions of tutoring after the first tutor check. Most of these pupils made 9 words</p>	1

	<p>or more improvement in their WCPM after 20 sessions of tutoring - 3x the expected rate of improvement.</p> <p><a href="https://fft.org.uk/tutoring/data-impact-report/">https://fft.org.uk/tutoring/data-impact-report/</a></p>	
Arrow	<p>Exeter University with a sample of 85 Y6 children in one primary school in Bristol, and Colin Lane's own largest dataset, of 361 children across England and Wales who received the program in 2007-10 (unpublished details supplied by Colin Lane). The Primary-level studies show remarkable impact for reading accuracy and reading comprehension, and remarkable impact for spelling.</p> <p><a href="https://www.theschoolpsychologyservice.com/what-works/arrow/">https://www.theschoolpsychologyservice.com/what-works/arrow/</a></p>	1
Talkboost	<p>Communication and language approaches typically have a very high impact and increase young children's learning by seven months.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	1
PiXL Reading Therapies	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1
PiXL Writing Therapies		
PiXL Maths Therapies		
Accelerated Reader	<p>The study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</a></p>	1

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

Budgeted cost: £ 54,446

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Use of learning mentors to improve attendance of disadvantaged pupils and ensure they are in line with national expectations</p>	<p>Providing tailored help with low attendance by working alongside Learning Mentors will support children get back into school. Good practice institutions commit a great deal of sustained energy and resource to working with and supporting parents. (Ofsted, 2020)</p>	
<p>Structured interventions delivered by pastoral staff to support children's emotional wellbeing and behaviour.</p>	<p>67% of young people surveyed by Young Minds (2021) believed that the pandemic will have a long-term negative effect on their mental health. Learning mentors will provide a range of interventions to support children with their mental health and emotional wellbeing. Some of these interventions will include:</p> <ul style="list-style-type: none"> <li>• Theraplay Supporting children and families to build their cohesive strength and resiliency to weather challenges with experiences of security, regulation, and connection.</li> <li>• Social Detectives A tool to figure out the hidden rules for expected behaviours, as well as to understand how children feel and think about others in a situation.</li> <li>• Superflex An engaging way to teach social awareness and self-regulation. Learning mentors will offer behaviour support for children (not just entitled to PPG) who need it.</li> </ul> <p>The EEF writes: 'on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. With an increase of +3months.'</p>	
<p>Introducing a whole-school approach to mental health</p>	<p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and wellbeing, and academic performance. However, despite being seen as one of their top priorities by almost all primary schools, only just over one-third say that dedicated planning for SEL is central to their practice</p> <p><a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a></p>	
<p>Implementing a whole-school behaviour curriculum</p>	<p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p>	

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	
Improving play provision by implementing OPAL Play	<p>"OPAL is one of the most impactful transformations on children's lives that we've seen in the UK in the last 10 years- not just in schools, not just in education but just as a way of making a positive difference in children's lives...I'm in awe actually."</p> <p>Tim Gill former Director of Play England  <a href="https://outdoorplayandlearning.org.uk/the-opal-primary-programme/#">https://outdoorplayandlearning.org.uk/the-opal-primary-programme/#</a></p>	
Enhance pupils' cultural capital by providing a breadth of experiences	<p>We aim to provide greater enrichment opportunities for disadvantaged 4 7 providing a breadth of experiences. pupils here at Ashcombe. PPG pupils are supported to attend a school residential trip in year 5 as a way of widening their experiences and offering them opportunities they may not have the chance to do elsewhere. Research shows that residential trips play a fundamental role in the school experience. 'Residential experiences can lead to individual growth and improvements in social skills, as well as higher order learning.' (CUREE, 2010)</p>	
Support families with the cost of equipment and uniform.	<p>The EEF state that: 'School uniform policies are thought to complement the development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation.' Belonging and feeling part of a community is an important part of what makes up our school. Because of this, we aim to help our disadvantaged families with the costs associated with this.</p>	

**Total budgeted cost: £ 236,747.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### 1. For all disadvantaged pupils in school to make or exceed nationally expected progress rates and to narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

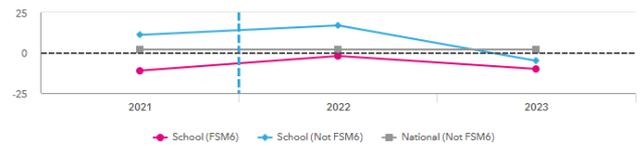
KS2 attainment for disadvantaged pupils 2023

% Expected standard+ (Re, Wr, Ma) DFE ▼



KS2 progress for disadvantaged pupils 2023

% Expected standard+ (Re, Wr, Ma) ▼



KS2 attainment for disadvantaged pupils 2023

% Higher standard (Re, Wr, Ma) DFE ▼



KS2 progress for disadvantaged pupils 2023

% Higher standard (Re, Wr, Ma) ▼



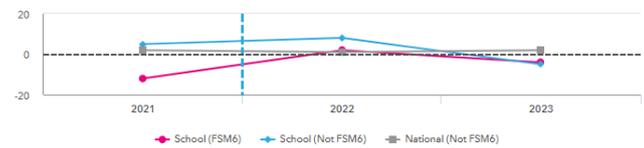
KS2 attainment for disadvantaged pupils 2023

% Expected standard+ Reading DFE ▼



KS2 progress for disadvantaged pupils 2023

% Expected standard+ Reading ▼



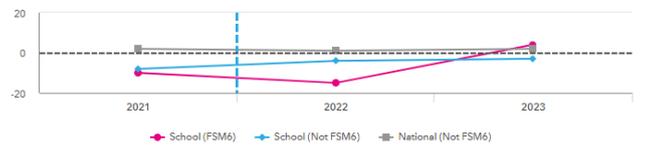
KS2 attainment for disadvantaged pupils 2023

% Higher standard Reading DFE ▼



KS2 progress for disadvantaged pupils 2023

% Higher standard Reading ▼



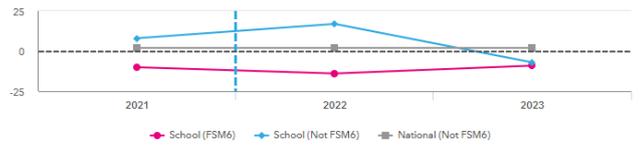
KS2 attainment for disadvantaged pupils 2023

% Expected standard+ Writing DFE ▼



KS2 progress for disadvantaged pupils 2023

% Expected standard+ Writing ▼



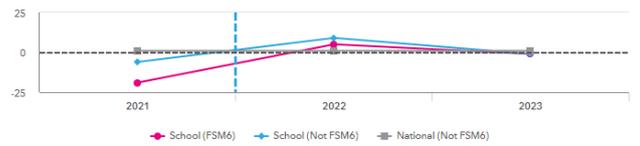
KS2 attainment for disadvantaged pupils 2023

% Higher standard Writing DFE ▼



KS2 progress for disadvantaged pupils 2023

% Higher standard Writing ▼



Attainment and progress gaps between disadvantaged and non-disadvantaged peers have narrowed over the last three years.

	Attainment of disadvantaged pupils National average READING EXS	Attainment of disadvantaged pupils ASHCOMBE READING EXS	Attainment of disadvantaged pupils National average READING GDS	Attainment of disadvantaged pupils ASHCOMBE READING GDS
2020-21	---	---	---	---
2021-22	62%	76%	17%	10%
2022-23	61%	60%	17%	22%

	Attainment of disadvantaged pupils National average WRITING EXS	Attainment of disadvantaged pupils ASHCOMBE WRITING EXS	Attainment of disadvantaged pupils National average WRITING GDS	Attainment of disadvantaged pupils ASHCOMBE WRITING GDS

2020-21	---	---	---	---
2021-22	55%	55%	6%	15%
2022-23	58%	53%	6%	7%

We have invested the majority of our focus into supporting disadvantaged pupils in their English work. In the last two years our disadvantaged learners have exceeded or been in line with disadvantaged learners in reading. In writing we have further to go, dipping below what disadvantaged learners were attaining nationally.

**2. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.**

Pupil surveys and wellbeing metrics indicated that wellbeing and happiness improved for some disadvantaged pupils but not all pupils. Reports of anxiety and mental health referrals increased during the academic year. Behaviour incidents stayed in line with previous years. This target has not been achieved and needs further work.

**3. Improved oral language/reading skills and vocabulary among disadvantaged pupils.**

Qualitative reports from teachers indicated that their pupils vocabulary had improved as a results of Wave 1 teaching and reading programme.

Impacts from ARROW and Talkboost interventions were positive from their own baseline assessments for the majority of target pupils – this did not necessarily correlate to increased attainment overall in English though. This is a long term target and hard to get a robust measure of.

**4. Access to life learning opportunities for all pupils.**

Last year disadvantaged pupils were given access to our new literacy hub, stocked with brand new high quality fiction to inspire a passion for reading. Alongside this all classrooms were stocked with non-fiction literature to match the requirements of our knowledge rich academic curriculum.

Disadvantaged pupils were subsidised in taking part in after-school and breakfast clubs, with some pupils being granted free places if necessary.

Access to our residential trip and year 6 activities week was subsidised to support disadvantaged pupils attending and with the requisite clothing and equipment.

This target was broadly achieved.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
PiXL Primarywise	PiXL Primary
ARROW	Arrow Tuition
Lightning Squad	FFT
Talkboost	Speech and Language UK

### Further information (optional)

Additional funds have been sourced this year from the EIS Project which involves Ashcombe Primary School working with The Hargreaves Foundation. The Foundation's objectives are underpinned by the desire to give those under the age of 18, and living with a mental health condition, disability, or growing up in poverty, the opportunity to fulfil their potential whilst improving wellbeing, self-esteem and independence. The Foundation will develop a programme of interventions to support a number of the school's most disadvantaged children. Over the next three academic years, the EIS project aims to:

- Employ mentors from the Jack Hazeldine Foundation to work with the children most at risk of exclusion in their transition from primary to secondary school.
- Create a Literacy Hub - an immersive, imaginative and literacy-rich space within our school building - with a range of enticing books for children to develop their love of reading.
- Improve vocabulary and cultural capital by exposing children to high-quality nonfiction texts.
- Conduct training with Alex Quigley on how to develop 'gold standard' Literacy teaching at Ashcombe (author of Closing the Reading Gap and EEF content manager). Teachers and TA's will receive training throughout this academic year with a focus on closing the disadvantage gap through literacy.
- Investment into ARROW spellings - a reading and spelling intervention for children needing support with these literacy skills specifically.
- Support assessment - STAR assessments used to track reading progress across the school with extra provision of accelerated reader to encourage reading for pleasure.