

# 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	Ashbury CE Primary School
Number of pupils in school	79
Proportion (%) of pupil premium eligible pupils	12 children = 15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	
Date on which it will be reviewed	October 2021
Statement authorised by	Rachael Smith Headteacher Governing Board
Pupil premium lead	Rachael Smith
Governor / Trustee lead	Isobel Weller

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,690
Recovery premium funding allocation this academic year	£500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£17,190</b>

# Part A: Pupil Premium Strategy Plan

## Statement of intent

United in a love for learning, we will grow and succeed together.

We recognise that all children face barriers to their learning at some point in their education. By providing personalised learning we aim to build children's self-esteem and develop a willingness to learn. It is part of our ethos to ensure that barriers to learning are effectively removed so that every child at Ashbury with Compton Beauchamp CE (A) Primary School makes good progress.

Pupil Premium is additional funding allocated to schools to raise the achievement among disadvantaged children and to ensure that they benefit from the same educational experiences as other children in the school.

There are three categories of children who qualify for pupil premium:

- > Children who are eligible for free-school meals (FSM)
- > Looked-After children (LAC)
- > Armed Forces children

Ashbury with Compton Beauchamp CE (A) Primary School has 15% of children who are eligible for pupil premium; we give careful consideration to how we allocate this money.

In order to make a difference to an individual child's achievement and attainment teachers use their expertise to diagnose the key next steps and to plan appropriate targeted support. We track how well Pupil Premium Grant pupils are achieving as a group compared to their peers at Ashbury with Compton Beauchamp CE (A) Primary School. Detailed tracking is kept in school of how the funds have been used.

## Challenges

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

Challenge number	Detail of challenge
1	Children with Learning difficulties e.g dyslexia, ASD, ADHD. These children have been supported by the educational psychologist and with quality first teaching and interventions.
2	Children with Social Emotional Mental Health difficulties. These children are supported through nurture and interventions to build confidence and understand their own feelings.
3	Parents in the forces working away.

## 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
Pupils will make good or better progress in English and Maths across the whole school.	<p>Children will make at least 4 steps progress using the FFT aspire assessment system.</p> <p>Pupil Progress meetings will help track and target pupils.</p> <p>Pupil profiles will be written and shared for each SEN child. Learning targets will be broken down into small steps to ensure we can measure progress.</p>
Resources will be purchased to support all pupils to develop their understanding of the curriculum. This includes remote learning resources in preparation of another lockdown or children self-isolating.	<p>Subject leaders will ensure every classroom has the necessary items and resources as well as other resources to cater for the needs of all children.</p> <p>Teachers will guide children to use resources to support their learning.</p> <p>Laptops will be converted to Chrome books and loaned to children if required.</p> <p>Children will be able to access TTRocks/ Purple Mash.</p>
Pupil Wellbeing experiences will demonstrate a high level of impact on pupil progress and development.	<p>Regular Wellbeing staff training sessions.</p> <p>Staff will attend the Inclusion Conference in Oxfordshire.</p> <p>All staff will be trained in Mental Health &amp; Wellbeing Awareness.</p> <p>Wellbeing sessions led by CAMHS.</p> <p>Children will take part in Forest School sessions each week.</p> <p>All children will take part in Nurture Group sessions weekly.</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)

Budget: £8,194

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality CPD for all staff to enhance the learning of all children.</i>	If staff have a clear understanding and awareness of some of the barriers to learning, they will be well equipped to support all children on their education journey.	1,2
<i>All subject leaders to audit and buy resources for their subjects.</i>	School needs to cater for all types of learners to ensure everyone can access the learning and develop their knowledge and understanding.	1,2
<i>To appoint staff who will support children through one-to-one support.</i>	Some children need further teaching and practise to secure new knowledge and skills to be successful.	1,2

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

Budget: £2295

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Develop targeted interventions</i>	<p>Previous year's progress through interventions show that this method works in supporting children to fill gaps in their learning.</p> <p>Due to COVID many children may need wellbeing support to ensure they are engage and are ready to learn.</p>	1,2,3

**Wider Strategies (for example, related to attendance, behaviour, wellbeing)**

Budget: £6,700

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Mental Health and Wellbeing sessions for pupils and parents.</i>	<p>Last year we were supported by Pablo from TAMHS outreach. He supported Parent wellbeing and explained how to support children at home.</p> <p>As a result, we observed that children have been coming into school settled and ready to learn.</p>	1,2,3
<i>All children will experience Forest School sessions each week.</i>	<p>Children excel in different areas and children thrive working outdoors.</p> <p>Research shows that taking the classroom outdoors, children:</p> <ul style="list-style-type: none"> <li>➤ Build confidence and independence</li> <li>➤ Develop feelings of empathy for others and nature</li> <li>➤ Improve their Physical Fitness</li> <li>➤ Learning by experience</li> <li>➤ Benefit from exposure to manageable risks</li> </ul>	1,2

**Total budgeted cost: £17,190**

## 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.

Subject leaders have ensured that resources are available for teachers to use in lessons. This is an ongoing objective as we are now into the second year of our 2 year rolling curriculum programme. Children talk positively about their lessons and know how to be independent learners.

All old laptops have now been converted to Chromebooks and these have been shared with families who needed support during lockdown. This enabled all children to access remote learning throughout the year. Children have all successfully logged onto Google Classroom, TTRocks and Purple Mash. These websites have successfully supported children during home learning and continue to enhance our curriculum.

All children have made progress this year, however, not as much progress as we would hope for some children. This has been due to the COVID lockdown and some children not fully engaging with online learning at home. This will be addressed this year through catch up funding.

Staff have received training in how to support pupil wellbeing. This was a big focus for us as children were at home learning and as they returned to school, some children needed a lot of support through this transition. Wellbeing sessions are provided for parents and were well attended throughout lockdown and since returning the school. During lockdown these sessions were held remotely.

All children take part in Forest School sessions throughout the week which has a positive effect on their wellbeing and life skills. As well as this, all children take part in nurture and contemplative sessions each day. This has had a positive impact on helping children to be ready to learn.

Pupil Premium children all reached their expected attainment. However, as a group, they have not made as much progress as other children in the same cohort. This will be addressed this academic year to ensure they all reach their potential.