

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	84 including 9 Preschoolers
Proportion (%) of pupil premium eligible pupils	21 children = 28% ( $75/21 \times 100$ ) 11 FSM 9 Service 1 LAC
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	October 2022
Date on which it will be reviewed	October 2023
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	£20,590
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery Premium	
<b>Total budget for this academic year</b>	<b>£22,590</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
<p>Pupils will make good or better progress in Reading, Writing and Maths across the whole school.</p>	<p>Children with gaps in their learning will show excelled progress, moving closer and reaching the expected standard for their year group.</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> <p>Parents will attending workshops in school to understand how they can support their children at home and the methods of learning in school.</p>
<p>Subject leaders will be given time to monitor their subjects to ensure the children are being given the best opportunities in all lessons.</p>	<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>Children will be able to access TTRocks/ Purple Mash &amp; Google Classroom.</p> <p>Teachers will attend training sessions to give them the skills to lead their subject successfully.</p>
<p>Pupil Wellbeing experiences will demonstrate a high level of impact on pupil progress and development.</p>	<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 period 2021-2024

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: £4,000

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, as well as monitor their subjects and offer CPD opportunities and advice.</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 Support staff who will work with 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: £10,100

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 continue to need wellbeing support to ensure they are engage and are ready to learn.</p> <p>Use of Little Troopers to support our Service children as well as attending</p>	1,2,3

	the Festival of Friends in Oxfordshire, so our Service children in a small school can share their experiences with others.	
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## Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budget: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Mental Health and Wellbeing sessions for pupils and parents.</i>	<p>Pablo from TAMHS outreach has now supported parents and children for the last 3 years. 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
<i>Wrap around care</i>	<p>Giving children the best start to the day will enhance:</p> <ul style="list-style-type: none"> <li>➤ Readiness to learn</li> <li>➤ Nutritional breakfast</li> <li>➤ Supporting parents back into work.</li> </ul>	2

**Total budgeted cost: £28,100**

## 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 2021 to 2022 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 third year of our 2 year rolling curriculum programme. Children talk positively about their lessons and know how to be independent learners.

Children are now able to access Google classroom successfully in school – some children still have challenges of doing this at home – we have loaned laptops to children who need support with accessing IT at home.

Through catch up recovery funding, children have benefitted from 1:1 support and further academic and wellbeing interventions. These children have filled some gaps in learning, but we continue to support these children to help them catch up to be working in line with their peers.

Our Pupil Support Assistant is working hard to support the wellbeing of identified children. This is working well and children are settling in class to complete their learning. We have also benefitted from TAMHS team working with our families and children in school. This is supporting families with strategies to ensure their children are coming to school and managing their anxieties around this. This work will continue into this academic year.

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 have made good progress this year, however they have not all reached their attainment targets. This will be addressed this academic year to ensure they all reach their potential.