

Pupil premium strategy statement – Ashbury with Compton Beauchamp Church of England Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	67 including 4 Preschoolers
Proportion (%) of pupil premium eligible pupils	14 children = 20%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 – 2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Tim Miller Headteacher Local Governing Committee
Pupil premium lead	Tim Miller
Governor / Trustee lead	Isobel Weller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£26,060

Part A: Pupil premium strategy plan

Statement of intent

The overarching objective is to close the attainment gap between disadvantaged and non-disadvantaged pupils and ensure that, irrespective of background or challenges that they face, that pupils make good progress and achieve high attainment across all subject areas.

At Ashbury with Compton Beauchamp, in line with the 3-tiered approach in the EEF's pupil premium guide, the focus of our activities and planned spend focus on the following three core areas:

- Developing the quality of teaching, including staff professional development
- Providing targeted academic support, such as small group tutoring
- Tackling non-academic barriers to success, such as attendance, behaviour and social and emotional support.

High quality teaching is at the centre of our approach, with a focus on the core areas where disadvantaged pupils require most support, for example oracy and early reading; we know that daily high-quality teaching has the greatest impact on closing the disadvantage gap, but will also serve to benefit all pupils at our school. CPD is based on developing high quality teaching, with a focus on cognitive science; coaching approaches and targeted academic support/interventions.

This year we are strategically reviewing our curriculum and weekly staff development sessions are focusing on planning and implementation. A major part of this will be to enhance our early reading and phonics programme to ensure more children can read fluently, as well as ensuring early intervention is carried out by highly trained and skilled teaching staff to support older children who find reading difficult and those children at risk of falling below the expectations.

Our approach will be responsive to Individual needs and regular and robust diagnostic assessment - to ensure this will be effective, we will:

- Adopt a whole school approach and responsibility for in raising aspiration and outcomes
- Ensure that disadvantaged pupils receive enough challenge in the learning set 4
- Intervene early where barriers or challenges are identified

Use of wider strategies

At Ashbury with Compton Beauchamp, we are continuing to support children's social and emotional well-being and place high value on its importance in providing the foundations for academic progress. We recognise that sometimes children have unresolved issues or are upset and need some additional support in order to settle in their learning. We are developing a new pastoral team, whom will provide significant additional support to our children and families.

As a school, a key element of our strategy is to improve school attendance and punctuality; this includes working closely with, and developing communication and support packages, for parents and carers as well as ensuring our curriculum is full of enrichment opportunities to provide children with a love of learning.

We know that when children are happy and positive, they are ready to learn. Behaviour for learning and high quality PSHE provision, also continues to be a focus this year, ensuring children have all the skills they need to achieve across the curriculum. Children are provided with the opportunity to hold important roles and responsibilities and be involved in extra-curricular activities, so that they feel empowered and contribute to school life.

Challenges

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

Challenge number	Detail of challenge
1	A group of children have moved from Afghanistan and English is an additional language. These children find the basic reading skills difficult, as well as fully understanding the instructions for the learning.
2	Pupils eligible for Pupil Premium being supported in a way such as attending enrichment clubs, instrumental lessons and class visits to ensure full access to the curriculum and wider curriculum offer, like their peers.
3	Children with Social Emotional Mental Health difficulties. These children are supported through nurture and interventions to build confidence and understand their own feelings.
4	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.
5	Almost half of our Pupils eligible for Pupil Premium are below age-related expectations in either: Reading, Writing or Maths, or multiple areas.

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 eligible for Pupil Premium will make good or better progress in Reading, Writing and Maths across the whole school.	Children with gaps in their learning will show excellent progress, moving closer and reaching the expected standard for their year group. Pupil Progress meetings will help track and target pupils. 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. Parents will attend workshops in school to understand how they can support their children at home and the methods of learning in school.
Pupil Wellbeing experiences will demonstrate a high level of impact on pupil progress, development and attendance.	Regular Wellbeing staff training sessions. A new pastoral lead will be trained in Mental Health & Wellbeing Awareness. Wellbeing sessions led by CAMHS. Children will take part in Forest School sessions each week. All identified children will take part in Nurture Group sessions weekly.

Pupils have a breadth of experiences that enable them to contextualise their learning. School will deliver an engaging, broad and varied curriculum and Pupils eligible for Pupil Premium will be able to access the same opportunities as Pupils not eligible for Pupil Premium	All pupils eligible for Pupil Premium will attend every school trip throughout the school year (including residential trips). All pupil premium children will attend at least one after school club and will be supported to book this through our administrator team. All children will receive violin lessons, and a violin to practice at home.
As required, Pupils eligible for Pupil Premium will reduce their gaps in learning through receiving timely focussed interventions that address identified gaps in learning or accelerates their progress.	Intervention entry and exit data will show impact of the intervention. Pupils will make at least expected progress in core subjects.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide Pupils eligible for Pupil Premium with the opportunity for focused group work to take place with a continuous input of quality first hand teaching and learning.	<ul style="list-style-type: none"> - The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. - The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. - Within class attainment grouping has a positive impact, on average, of 2 months additional progress. <p style="text-align: right;">EEF</p>	1, 4, 5
To provide Phonics support for those not on track in reading, in particular, for those not on track to achieve Y1 Phonics screening result in Summer 2024.	<ul style="list-style-type: none"> - 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. - Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. 	1, 4, 5
To provide resources for all members of staff to have access and		

complete CPD for Little Wandle.	- The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. EEF	
Quality CPD for all staff to enhance the learning of all children.	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, 3, 4, 5

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

Budgeted cost: £7,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop targeted interventions	Students who are at risk of underachieving benefit from a combination of small group/1:1 TA support in class. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. EEF	1, 3, 4, 5

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

Budgeted cost: £12,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Psychology support purchased from OCC to meet the needs of students.	Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. + 4 months. Parental engagement + 3 months. EEF	3, 4, 5
All children will experience Forest	Children excel in different areas and children thrive working outdoors.	2, 3

School sessions each week.	<p>Research shows that taking the classroom outdoors, children:</p> <ul style="list-style-type: none"> - build confidence and independence - develop feelings of empathy for others and nature - improve their physical fitness - learn by experiences - benefit from exposure to manageable risks 	
Enriched curriculum, e.g. paying for trips, instrumental lessons, additional resources and after school clubs.	Participation in the arts has an impact of 3+ months – EEF teaching and learning toolkit.	2, 3, 5

Total budgeted cost: £26,060

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Subject leaders ensure staff are trained and supported across the whole school. They ensure that children receive high quality lessons and assessment is now in place to track all groups of learners. Through using relevant training, teachers feel skilled to teach all subjects across the curriculum as well as know how to enrich pupil's learning.

Children continued to benefit 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 has worked closely alongside teachers to identify gaps in learning and supporting pupils in small groups to enable all pupils to keep up with what is being taught each day in the classroom. Pupil wellbeing is still high priority and children are identified and supported as needed. Pupils who have needed support with their wellbeing have gained strategies to ensure they can remain in the classroom and be ready to learn.

All children take part in Forest School sessions throughout the week which has a positive effect on their wellbeing and life skills. Pupils have had the chance to feedback about these sessions and talk about how they would like them to develop next academic year. 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.

No specific data will be published in this report due to the very low numbers of disadvantaged children in school – they could be identified.