

## Pupil premium strategy statement:

1. Summary information					
School	Ashton Hayes Primary School				
Academic Year	2019/20	Total PP budget	£5630	Date of most recent PP Review	N/A
Total number of pupils	136	Number of pupils eligible for PP	5*	Date for next internal review of this strategy	July 2020

\* 3 PP, 2 Ever 6 FSM

2. Current attainment: End of KS2 (note – data for Disadvantaged children – 1 FSM)		
<i>Attainment for: 2019</i>	<i>Pupils eligible for PP (3)</i>	<i>All pupils (18)</i>
Progress Score: Reading	N/A	1.52
Progress Score: Writing	N/A	2.21
Progress Score: Maths	N/A	0.97
% achieving expected standard or above in Reading, Writing and Maths	N/A	71% (National – 64%)
% achieving expected standard or above in Reading	N/A	79% (National – 73%)
% achieving expected standard or above in Writing	N/A	86% (National – 78%)
% achieving expected standard or above in Maths	N/A	71% (National – 79%)

1. Current attainment: End of KS1				
<i>Attainment for: 2019</i>	<i>Pupils eligible for PP (0)</i>	<i>National – other pupils</i>	<i>All pupils (21)</i>	<i>National</i>
% achieving expected standard or above in Reading	0%	78%	80%	75%
% achieving expected standard or above in Writing	0%	72%	65%	73%
% achieving expected standard or above in Maths	0%	79%	80%	76%

## 2. Barriers to future attainment (for pupils eligible for PP, including high ability)

### *In-school barriers (issues to be addressed in school, such as poor oral language skills)*

A.	Behaviour and lack of work ethic – issues when in unstructured times and with specific individuals
B.	Low self-esteem and lack of confidence for some PP children
C.	Not wanting to be perceived as being different and therefore reluctant to extra support

### *External barriers (issues which also require action outside school, such as low attendance rates)*

D.	Erratic home life and support at home
E.	Events of the past that have a psychological effect on the individuals

## 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children are more confident and have greater self-belief. Children will be able to recognise their achievement and strengths	Children are positive about their education and their home-life Children need less support in class time to resolve friendship issues Reduced meltdowns and emotional outbursts, both in school and at home
B.	Children make expected or better progress and attainment – measured through progress and attainment report	Children talk about their learning with enthusiasm Children talk about academic targets with excitement Children set/attempt challenging targets Children make expected progress in Reading and Maths
C.	PP children's Reading, Writing and Maths improves in line with other children – measured through progress and attainment report	PP children make better progress in Reading and Maths Children enjoy reading and can talk enthusiastically about books they are enjoying PP children achieve in line with other children.

4. Planned expenditure					
Academic year		2019/20			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Attainment for PP children is brought in line with that of other children – diminish the difference</p> <p>Children eligible for PP make as much progress as other children with similar starting points</p>	<p>Intervention using training for provision for spelling through research-led implementation of supportive spelling strategy,</p>	<p>High-quality intervention for spelling will benefit all children across the school as well as enabling better outcomes for children eligible for pupil premium.</p> <p>Consistency of approach and communication between all stakeholders enables all pupils to receive quality first teaching in a structured and systematic method.</p> <p>Spelling development and progression of spellings within writing opportunities (intervention cost £30 per week – 38 weeks (£1140)).</p>	<p>The implementation, development and monitoring of these approaches are detailed in the strategic school development plan and link to a appraisal targets for subject leaders.</p>	<p>MH – HT / PP / SENDCo / Literacy Lead (BC)</p>	<p>July 2020 and on-going</p>
<p>Attainment for PP children is brought in line with that of other children – diminish the difference</p> <p>Children eligible for PP make as much progress as other children with similar starting points</p>	<p>Further development of Mathematical Fluency, Reasoning and Problem Solving Policy, linked to White Rose teaching. Develop resources to support children's application of number in varied scenarios – include GM reasoning and problem solving, nRich, No Nonsense Maths.</p> <p>Parental Engagement – develop home-learning opportunities – booster session for specific pupils in KS1 and KS2.</p>	<p>Evidence of the embedding of mastery of the curriculum in mathematics through a strong focus on the core objectives and good opportunities to reinforce learning. KS2 results for meeting age-related expectations were below national, analysis suggests that there are still gaps with some children in lower year groups. Achievement in EYFS and KS1 in Maths is highlighted as part of the strategic school development plan. Reasoning intervention – KS1 and KS2 – £30 per week – 38 weeks (£1140).</p> <p>Entry point data before Booster Sessions and measured afterwards. 12 weeks of booster sessions at £15 per session – KS2 group and KS2 group. (£180 x 2 = £360).</p>	<p>The implementation, development and monitoring of these approaches are detailed in the strategic school development plan and link to a appraisal targets for subject leaders.</p> <p>Booster sessions monitored by leaders.</p>	<p>JG – Maths Lead</p>	<p>July 2020 and on-going</p>
<p>All pupils to fully understand themselves as learner and develop the skills in order to develop psychological traits and skills that enable them to</p>	<p>Building Learning Power – embed learning power strategy – utilise the training and learning of Guy Claxton in order to plan learning experiences that develop</p>	<p>All children, but these children specifically, require support in order to understand themselves and how their actions affect their learning. Research clearly shows that developing children's understanding of learning and themselves contributes positively to the attainment and progress of those pupils.</p>	<p>Learning reviews Lesson observations Behaviour learning walks – outside and learning behaviours in the classroom</p>	<p>MH / JG</p>	<p>On-going</p>

4. Planned expenditure					
Academic year	2019/20				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
engage effectively with a variety of learning challenges.	resilience, independence, team-work, reflection and making meaningful links.				

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Children are able to talk about their feelings in a controlled, supported environment</p> <p>Reading attainment for PP children is brought in line with that of other children – diminish the difference</p>	<p>Regular PSHCE lessons</p> <p>Circle times</p> <p>Social Skills (TA sessions - £15 per hour – 1 hour per week – 38 weeks - £570)</p> <p>Beanstalk Reading Programme (£1242 per year)</p> <p>ELSA (one morning per week with children - £45 per week – 38 weeks - £1710)</p>	<p>Beanstalk supports children to:</p> <p><b>Achieve</b> targets.</p> <p><b>Enrich</b> learning and help every child fulfil their potential.</p> <p>Make the best use of time and resources and demonstrate <b>value for money</b> - £294 per pupil for the whole academic year meaning that all PP children will receive Beanstalk intervention.</p> <p>Give children the time to <b>discover the pleasure of reading</b>.</p> <p>Beanstalk:</p> <p>Work closely with your school to <b>understand the needs</b> of each child.</p> <p>Provide <b>impact</b> data gathered by trained reading helpers to show <b>progress</b>.</p> <p>Use conversation and play to help children along the literacy path.</p> <p>Introduce the child to an extended range of materials.</p> <p><b>97%</b> of schools would recommend Beanstalk to others</p>	<p>Close liaison with Beanstalk Reading providers – class teachers + SENDCo / PP Lead</p> <p>Observation of PSHCE lessons, Circle Time and Social Skills interventions – close focus on SMSC</p>	MH	July 2019

		<p>98% agreed that Beanstalk trained reading helpers helped the children they support to improve their attitude to reading.</p> <p>98% agreed that Beanstalk trained reading helpers helped the children they support to increase in confidence</p> <p>94% agreed that Beanstalk reading helpers enriched the learning of the children they support.</p> <p>94% agreed that Beanstalk's service was good value for money.</p> <p>97% agreed that because Beanstalk carries out all the recruitment, DBS-checking, training and support of its volunteers their staff's valuable time was saved.</p> <p>ELSA provision – ensure consistent support for emotional well-being from trained ELSA – ensure adequate supervision for ELSA.</p> <p>Recognising emotions Self-esteem Social skills Friendship skills Anger management Loss and bereavement</p>			
Support for children to ensure that they attend residential visits	Contribution of the school, up to 100% of the cost of the residential: 2 pupils – 1 @ £195 and 2 @ £139	Research has shown the benefits of residential visits and the importance of all pupils attending, irrelevant of financial situation.	Attendance of all pupils on residential visits.	MH	July 2020
Expenditure	£6162				

## 5. Additional detail

PP funding also allows school to offset transport costs for class visits to ensure they are more accessible and free to eligible children. Support is sometimes given to eligible children for residential visits in order for them to be able to access these at a reduced rate.

### Indications for academic achievement 2019-20

Rec (PP) – meeting ELG in all areas

Y1 (EV6) – EXS in all areas

Y2 (PP) – significant progress in Maths but not quite meeting ARE – ARE in all other areas

Y3 (PP) – significant progress in Maths but not quite meeting ARE – ARE in all other areas

Y6 (EV6) – EXS in all areas