

## Pupil premium strategy statement:

### Coronavirus: flexibility in reporting requirements

The DfE understands that due to coronavirus and school closures, it won't be possible to evaluate the impact of pupil premium for all of the 2019/20 academic year. Instead, we will monitor and report on the grant's impact at the end of the 2020/21 financial year. This report will cover the whole period between September 2019 and March 2021, but will give most detail about the grant's use and impact for the period between September 2020 and March 2021. We will include any changes made to the pupil premium spending due to coronavirus.

1. Summary information					
School	Ashton Hayes Primary School				
Academic Year	2020/21	Total PP budget	£9425	Date of most recent PP Review	N/A
Total number of pupils	133	Number of pupils eligible for PP	7	Date for next internal review of this strategy	July 2021

Due to coronavirus, we do not have assessment data available for the 2019/20 academic year and won't be able to benchmark progress against other schools. We will use the school's internal data (e.g. from formative assessments) for the period between September and March. All data in the tables below is the most recent available data and relates to the academic year 2018-19.

2. Current attainment: End of KS2 (note – data for Disadvantaged children – 1 FSM)		
Attainment for: 2019	Pupils eligible for PP (3)	All pupils (18)
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				
Attainment for: 2019	Pupils eligible for PP (0)	National – other pupils	All pupils (21)	National

% 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)		
Academic barriers ( <i>issues to be addressed in school</i> )		
A.	COVID-19 absence – closure of year groups or individual absence affecting learning	
B.	Low self-esteem and lack of confidence for some PP children	
C.	Speech and language issues	
External barriers ( <i>issues which also require action outside school</i> )		
D.	Home Learning – lack of reading during the new term and during lockdown	
E.	Low Attendance – attendance data to be monitored clearly and support given for low attenders	
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
B.	Attendance data is maintained as Good, with specific focus on PP children	Attendance for the whole school is above 95% for the academic year
C.	Identified gaps in learning addressed – focus on core skills of Reading, Phonics, Speaking and Listening, Writing and Mathematics	Gaps in learning identified for pupils and identified pupils make good progress within core areas

4. Planned expenditure					
Academic year	2020/2021				
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?
Attainment for PP children is in line with that of other children in Mathematics – diminish the difference	Development of teacher's subject knowledge and expertise in delivering a Mastery approach to Mathematics. Work with the Cheshire and Wirral Maths hub enhancing learning experiences and resources to support children's application of number in varied scenarios Non-contact time for CPD £1400	EEF research shows that a mastery learning approach has a +5 rating in effectiveness and is particularly useful for narrowing any attainment gap for all learners, whatever their starting point. Through setting high expectations disadvantaged learners (a recommendation from the EEF), these approaches being consistently used by all teachers and support staff; along with effective teaching schemes and resources being used; we will ensure all disadvantaged children have access to and are challenged appropriately.	HT and Maths subject leader to coordinate training and ensure skills are disseminated amongst all school staff.  Feedback from staff and pupil voice,	JG – HT / PP Maths Lead (DF)	July 2021 and on-going
Children eligible for PP make as much progress as other children with similar starting points in Reading and Writing.	Develop teacher's subject knowledge and a consistent approach to reading through training and resourcing. Work with The Literacy Company to up-skill staff ensuring all children especially PP children make accelerated progress from starting points to meet end ARE. £1595	EEF research shows that reading comprehensions strategies offer +6 rating for effectiveness for relatively low cost.	Provide teachers with resources training and time. Subject leadership reviews, Lesson observations and learning walks, Feedback from staff and pupil voice, Data analysis	JG, BC English Lead	July 2021 and on-going
Children have an awareness of themselves as learners. They are aware of positive strategies to support their mental health and are therefore settled and ready to learn.	Consistent approach to Mental well-being supported by weekly My Happy Mind sessions. This along with revisiting behaviour policy and Conscious Discipline techniques with all staff will help to develop a supportive and friendly learning climate for all.	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.	Learning reviews Lesson observations Behaviour learning walks – outside and learning behaviours in the classroom	JG	On-going
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?
Children are able to talk about their feelings in a controlled, supported environment	Regular PSHCE lessons Circle times Social Skills (TA sessions - £15 per hour – 1 hour per week – 38 weeks - £570) ELSA (one full day per week with children - £90 per week – 38 weeks - £3420)	ELSA provision – ensure consistent support for emotional well-being from trained ELSA – ensure adequate supervision for ELSA.  Recognising emotions Self-esteem Social skills Friendship skills Anger management Loss and bereavement	Observation of PSHCE lessons, Circle Time and Social Skills interventions – close focus on SMSC	JG	July 2021

<p>Reading attainment for PP children is brought in line with that of other children – diminish the difference</p>	<p>Beanstalk Reading Programme (£1242 per year)</p>	<p>97% of schools would recommend Beanstalk to others  98% agreed that Beanstalk trained reading helpers helped the children they support to improve their attitude to reading.  98% agreed that Beanstalk trained reading helpers helped the children they support to increase in confidence  94% agreed that Beanstalk reading helpers enriched the learning of the children they support.  94% agreed that Beanstalk’s service was good value for money.  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><b>Beanstalk supports children to:</b></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>Close liaison with Beanstalk Reading providers – class teachers + SENDCo / PP Lead</p>	<p>JG</p>	<p>July 2021</p>
<p>Support for children to ensure that they attend residential visits</p>	<p>A decision has been made by Governors that residential visits will not take place in the current academic year.</p>				
<p>Expenditure</p>	<p>£</p>				

## 5. Additional detail

In total we have budgeted for a spend of £8225. This is £1200 below our PP allocation. We have deliberately set this figure in reserve as due to the Covid 19 pandemic we are anticipating further children to enter financial hardship and require school support.