



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	Ash Grove Academy
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	1 October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Charlotte Clowes (Assistant CEO)
Pupil premium lead	Judith Ceuppens (Principal)
Governor / Trustee lead	Katie Siddall (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,410
Recovery premium funding allocation this academic year	£9,570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£100,980

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. Historically there has not been a disadvantage gap within the cohort at Ash Grove until the disruption of Covid 19 and subsequent lockdowns. Although the gap in academic attainment between children identified as Pupil Premium at Ash Grove Academy and others has narrowed in 2021/22, some gaps remain in key stage 1.

Our intent for the next academic year is to close the gap completely between those children identified as pupil premium and others. In order to achieve this, we will deliver a comprehensive programme of evidence informed interventions specifically for reading with a focus on oracy, phonics and early reading. We will ensure rigour in same day timely interventions for mathematics.

In addition, we will ensure we have a comprehensive pathway of referral and programme of SEMH interventions and teaching strategies in place to address the universal wellbeing needs of all pupils but specifically those identified with acute social, emotional and mental health needs which have become barriers to the learning.

We will continue to deliver through quality first teaching a comprehensive programme of vocabulary and language development. Children identified as having a specific speech, language and communication need will access a specialist in house intervention programme lead by a Speech and Language Therapist.

Finally, we will ensure that no child is disadvantaged through a narrowing of our curriculum intent. The Ash Grove curriculum, as comprehensively outlined on our website, will be implemented effectively to address the needs of our children.

Challenges

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

Challenge number	Detail of challenge
1	Attainment gaps in reading and writing at the expected standard in Key Stage 1 and Lower Key Stage 2 as a result of lost learning through the pandemic.
2	Academic attainment in all year groups at greater depth in reading, writing and maths has been affected as a result of curriculum prioritisation throughout the pandemic.
3	The curriculum is now fully embedded, however we are constantly reflecting and refining its content and relevance to ensure that children are knowing more and remembering more.
4	Speech, language and communication needs continue to be affect a large number of children, especially in EYFS and key stage 1.
5	The SEMH needs of a significant number of children continue to be a barrier to academic attainment.

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
The attainment of disadvantaged pupils will be in line with other groups of children.	Summative and formative diagnostic assessments will indicate attainment at year group expectations and at greater depth for reading, writing and maths.
	Evidence informed interventions will be implemented and will address gaps in identified year groups and diagnostic assessment tool will track attainment and progress.
The cultural capital deficit exacerbated by the pandemic will continue to be addressed through the progression model of the Ash Grove curriculum.	Quality first teaching will deliver the entire Ash Grove curriculum. Self –regulation and metacognition strategies with a focus on retrieval will measure what children know and what they can remember.
Speech, Language and Communication needs will not limit pupils’ capacity to meet their expected levels of academic attainment.	<p>The speech, language and communication needs of identified pupils will be diagnostically assessed throughout the academic year and progress will be closely monitored.</p> <p>The Ash Grove vocabulary development programme will be delivered in its entirety throughout the academic year and explicit retrieval practices will measure progress.</p> <p>School will focus on developing a rigorous and structured approach towards Oracy – learning to talk and learning through talk, and Fluency.</p>

Intended outcome	Success criteria
<p>Diagnostically identified social, mental health needs will be addressed in accordance with a continuum of need and a formal pathway for referral. Quality first teaching of the PSHE curriculum and personal development provision will impact universally on positive self-esteem and healthy relationships.</p>	<p>Attendance will remain a focus for all pupils including PP pupils. The SEMH enhanced provision and ELSA programme along with diagnostic profiling will evidence progress. A systematic pathway referral programme will mean children will receive the support they require from multi- agencies. The impact of the progression model of the Ash Grove PSHE curriculum and personal development programme including the UNICEF Rights Respecting Schools Award will be evidenced in curriculum monitoring including pupil voice.</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)

Budgeted cost: £33,000

Activity Used last year but did not work and will not use this year Some elements worked and others didn't Used last year and worked well, continue to use this year No highlight – new activity/research for 22/23	Evidence that supports this approach	Challenge number(s) addressed
Staff training on pedagogical development through implementing Rosenshines' 10 Principles.	Focus on explaining and modelling including vocabulary development, scaffolding, dual coding, big picture/small picture and metacognitive talk. (Rosenshine's Principles of Instruction).	1 and 2 and 4

Activity Used last year but did not work and will not use this year Some elements worked and others didn't Used last year and worked well, continue to use this year No highlight – new activity/research for 22/23	Evidence that supports this approach	Challenge number(s) addressed
Engagement with Mastering Number in EYFS and support from the Trust's Maths Lead.	National Centre for the Excellence in the Teaching of Mathematics research and recommendations. EEF Guidance Report on Teaching Mathematics in the early years, KS1 and KS2 and 3.	1 and 2
Evaluating and refining the impact of a knowledge rich sequential curriculum as a Progression Model through effective system leadership.	Consideration of any relevant new research, for example from the EEF and Ofsted.	3
Whole school plan for reading including effective implementation of the Little Wandle SSP, increased parental engagement, high quality progressive texts, bespoke guided reading for KS2.	Ofsted Review of Reading EEF Teaching Toolkit – Parental Engagement EEF Teaching Toolkit – Phonics EEF Toolkit – Reading Comprehension Strategies EEF Guidance Report Parental Engagement	1 and 2

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

Budgeted cost: £57,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School led Tutoring Programme. Two highly skilled teaching assistants delivering twenty additional hours of interventions per week with a focus on phonics, phonics catch up, early reading and Inference and BRP in KS2.</p>	<p>EEF Teaching Toolkit EEF Guidance Report Improving Literacy in KS1 and KS2 EEF (+4 months) Small Group Tuition Ofsted Review of Reading</p>	<p>1 and 2</p>
<p>Same Day Timely Maths Interventions led by the class teacher or teaching assistant but planning in accordance with the lesson objective</p>	<p>EEF Guidance Report Improving Mathematics Teaching NCETM Mathematics Recovery Programme EEF Guidance Effective Use of Teaching Assistants. EEF Guidance Report on Teaching Mathematics in the Early Years, KS1 And KS2</p>	<p>1 and 2</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision Teaching delivered by all support staff with identified children every afternoon with a focus on fluency in maths and spelling	EEF Teaching Toolkit – 1:1 tuition	1
Greater Depth writing interventions in Key Stage 2 delivered by skilled English leads	Use of high quality texts (Literacy counts and Trust led initiatives) EEF Guidance Report Improving Literacy in KS2 SSRD Models for writing including IPEEL – EEF Teaching Toolkit	2
SEMH ELSA Enhanced Provision and Programme of Interventions	Emotional Literacy Support Programme EEF Guidance Report on Improving Behaviour in Schools Special Educational Needs in Mainstream Schools (EEF)	5
	EEF Guidance Report Improving Social and Emotional Learning in Primary Schools	

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech, Language and Communication Interventions	Specialist trained onsite Speech and Language Therapist – evidence of diagnostic assessment and structured approach working with 25 identified children with speech, language and communication needs.	4

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

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wrap Around Provision for all children aged 2 to 11.	Universal free breakfast club as recommended in EEF Guidance Report Improving Behaviour.	4 and 5
Implementation and evaluation of the effectiveness of the Ash Grove PSHE Curriculum and Personal Development Programme	Ofsted Inspection Framework focus on cultural capital deficit. PSHE Association Ofsted Review of Safeguarding and Sexual Harassment in Schools	5

Activity	Evidence that supports this approach	Challenge number(s) addressed
UNICEF Rights Respecting Schools Award – Silver	UNICEF Rights Respecting Schools Award Impact Statement https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/impact-of-rrsa/ Ash Grove Pupil Voice	4 and 5

Total budgeted cost: £119,000

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.

Teaching Strategies

All teachers continued to engage with the Maths Mastery programme and training from the Trust's Maths Lead to further embed and refine practice. Subject Leaders continue to evaluate and refine the wider curriculum and have worked across the Trust to refine assessment and end points. Little Wandle is now embedded across the school and the newly introduced Rapid Recovery Programme is being implemented. All staff are fully trained.

Targeted Support

Targeted support through Expert Teacher small group model showed impact on attainment in SATs

Targeted use of TA support during Before School Club time to reach lower 20% of readers so impact on other curriculum areas during the school day was minimized.

Targeted use of TAs to support lowest 20% of readers and lowest phonics scoring children in Year 2.

Additional teacher deployed in Year 2 in the summer to work with targeted children identified in pupil progress meetings to support in Maths and English.

Small bespoke literacy and maths groups across key stage 1 and 2 to support the small step progression of SEND children. All children made expected progress when tracked via Pivats.

Two qualified Sencos for EYFS and KS1, and for KS2 enables early identification of need and for support to be in place as quickly as possible.

Buy in to specialist trained onsite Speech and Language Therapist continues to ensure that the children's speech and language needs are met in a timely and structured manner.

Wider Approaches

The SEMH enhanced provision continues to provide support for identified children, enabling children to access more time within their classes and prevents escalation of behaviours that impinge on academic progress.

More children are receiving support from multi-agencies through the systematic pathway referral programme.

Residential and school trips were reinstated as part of the wider curriculum offer and have impacted positively on children's learning and engagement.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.