



# Pupil premium report for Ashton West End Primary Academy

## Planned Pupil premium spending September 2020 to August 2021

SUMMARY INFORMATION			
Date of most recent pupil premium review:	September 2019-2020	Date of next pupil premium review:	September 2020-August 2021
Total number of pupils:	459	Total pupil premium budget:	£258,240
Number of pupils eligible for pupil premium:	192	Amount of pupil premium received per child:	£1345

## **STRATEGY STATEMENT**

At Ashton West End Primary Academy, it is our aim to ensure that all pupils are provided with the opportunity to make good progress in all areas of learning. Pupil Premium Funding is used to allocate resources and to provide intervention to enable Pupil Premium pupils to make good progress. In order to do this, we will:

- Ensure that teaching and learning opportunities meet the needs of all the pupils.
- Improve reading, writing and maths outcomes through good teaching and targeted intervention.
- Increase EXS and GDS in reading at the end of key stage one and two to in line or above the national standard.
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Ensure Pupil Premium funding will be allocated following a needs analysis which will identify priority, classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.
- Ensure that in making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged or underachieving. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate Pupil Premium funding to support any groups of pupils the school has legitimately identified as being socially disadvantaged.
- Reduce the number of pupils who are below age-related expectations in writing, reading and mathematics and accelerate the progress of PP at EOKS2 so that the gap between PP and non-PP attainment is reduced.
- Sustain and increase the number of pupils who achieve GLD in Reception and EOKS1 ARE in writing to above national. (Additional teacher, intervention, immersive text, CPD).
- Accelerate the progress of SEND, disadvantaged and pupils with low prior attainment so that the attainment gap is reduced.
- Improve progress in reading, especially for PP, by improving the level of challenge in guided reading sessions and focus on group intervention to diminish difference.

**Assessment information for the academic year 2019/2020 (No Testing Data due to school Closure in March 2020)**

EYFS (TEACHER ASSESSMENT MARCH 2020)						
	Pupils eligible for pupil premium (PP)		Pupils not eligible for PP		School Average	National average
Good level of development (GLD)	7/15	46.7%	16/42	38.0%	40.3%	N/A
Reading	11/15	73%	30/42	71.4%	71.9%	N/A
Writing	10/15	67%	31/42	73.8%	71.9%	N/A
Number	13/15	86.6%	35/42	83.3%	84.2%	N/A
Shape	13/15	86.6%	35/42	83.3%	84.2%	N/A

YEAR 1 PHONICS SCREENING CHECK (TEACHER ASSESSMENT MARCH 2020)					
Pupils eligible for PP		Pupils not eligible for PP		School Average overall	National average
17/25	68%	32/37	86%	79%	N/A

END OF KS1 (TEACHER ASSESSMENT MARCH 2020)

	Pupils eligible for PP	Pupils not eligible for PP	School average	National average
% making expected progress in reading	12/33 36%	11/23 47%	24/56 43%	N/A
% making expected progress in writing	27/33 48%	16/23 70%	43/56 77%	N/A
% making expected progress in maths	29/33 88%	16/23 70%	45/56 80%	N/A

END OF KS2 (TEACHER ASSESSMENT MARCH 2020)

	Pupils eligible for PP	Pupils not eligible for PP	School average	National average
% achieving expected standard or above in reading, writing and maths	17/26 65%	24/30 80%	73%	N/A
% making expected progress in reading	19/26 73%	20/30 67%	70%	N/A
% making expected progress in writing	20/26 77%	23/30 77%	77%	N/A
% making expected progress in maths	18/26 70%	24/30 80%	75%	N/A

## BARRIERS TO FUTURE ATTAINMENT

### Internal barriers:

A	The school needs to focus on targeting a higher proportion of pupil premium pupils reaching the expected and greater depth standard at the end of EYFS, Key Stage 1 and Key Stage 2.
B	There is an increasing number of pupils joining the school with English as an Additional Language; this includes an increasing number of children with little or no English.

### External barriers:

C	There is a lack of engagement from parents for home reading and home /school learning as well as parental ability to support learning at home and the need for parents to help children with their daily reading, phonics development, writing and number skills.
D	Pupils start Nursery or Reception with low language levels and are not always prepared to start school.
E	The challenge of encouraging pupils to widen their learning experiences beyond the school.

## INTENDED OUTCOMES

Specific outcomes		Success criteria
A	To improve the progress and attainment of children	Improved progress and attainment
B	To narrow the gap between Pupil-Premium pupils and non-Pupil Premium pupils	Improved progress and attainment
C	To provide curriculum enhancement for Pupil-Premium pupils	Participation in all areas of the curriculum

**Planned expenditure for September 2020 to July 2021**

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p><b>TEACHING AND LEARNING</b></p> <p>The employment of two intervention teachers will allow the school to put into place additional support for targeted groups and individual pupils. The focus is on raising the attainment of pupils in reading and writing.</p>	<p>Improvements in pupils' progress.</p> <p>Improvements in the number of pupils who pass the phonics screening test.</p> <p>Improve the number of pupils achieving the expected standard and greater depth in reading and writing.</p>	<p>The 2018/19 (no official data for 2019) SATs test results show that the number of pupils in year 6 who achieved the expected standard in reading, writing and maths was below the national average.</p> <p>The 2018/19 test results showed that the number of pupils in year 2 who achieved the expected standard in reading was below the national average.</p>	<p>Using the school development plan.</p> <p>Half termly progress meetings.</p> <p>Use of Target Tracker to track progress of pupils.</p> <p>Ensure that teachers planning provides opportunity for pupils to receive direct support</p>	<p>The Assistant principals and principal will provide a supportive and monitoring role for staff and pupils.</p>	<p>Half termly</p>

<p><b>QUALITY FIRST TEACHING</b></p> <p>Teachers provided with CPD and training opportunities to improve their own subject knowledge</p>	<p>Teachers have the knowledge and skills to teach good and outstanding lessons</p>	<p>Staff meetings and training spent on improving the CPD of teachers will improve teaching and outcomes for children.</p>	<p>Lesson observations, monitoring of planning, pupil voice, improved attainment and progress by the end of the year. Improved confidence in teachers.</p>	<p>Principal</p>	<p>Half termly</p>
<p><b>WELLCOMM RESOURCES</b></p> <p>Assessment and Intervention toolkits purchased to assess the language of all children in Nursery and Reception and any other children in school with concerns around language. Followed by interventions to address any language needs.</p>	<p>Improved language and comprehension skills in EYFS.</p> <p>Ability to identify language difficulties and address them.</p> <p>Teachers and Teaching Assistants have access to a quality intervention to target identified language needs.</p>	<p>Language skills have been consistently been lower in children who receive FSM. At the end of EYFS in 2019 61% of children achieved the expected level in CCL at the end of Reception.</p> <p>The WellComm materials were recommended by EY2P and the Speech and Language service.</p>	<p>Staff to receive training on 12.11.2020 from Tameside Early Years Quality Officer.</p> <p>The assessments to form part of the Baseline Assessments in EYFS.</p> <p>EYFS staff to submit assessments for all pupils by end of Autumn 1 and re-assess progress by Easter 2021.</p> <p>Early Years Lead to plan and deliver intervention with TAs.</p> <p>SENCO to identify children to asses with Primary Toolkit and to ask TAs to assess. SENCO will then plan interventions as part of the SEN support.</p>	<p>Early Years Lead/SENCO.</p>	<p>EYFS will be reviewed at Easter.</p> <p>SEN pupils termly as part of the PCP review process.</p>

Targeted additional support staff in the Reception classes in order to help pupils to make good progress in acquiring reading and writing skills and a Good Level of Development.	Good progress in the improvement in reading and writing, especially in the use of phonics in reading and writing.	The majority of pupils enter the Nursery and Reception classes well below pupils of similar age and not able to communicate with staff and peers using English. The additional staff will provide pupils with the opportunity to get additional support in small groups and individually to help them to acquire English and to be able to access the curriculum.	This will be monitored by the scrutiny of planning, lesson observations and progress meetings.	Foundation Stage teachers Assistant principals	This will be reviewed half termly
Reception and Nursery classrooms updated with new resources and outdoor areas	Improve percentage of children achieving GLD and EXS in ELG's.	All new resources have been purchased for the classrooms and outdoor areas. Teachers will be able to good and outstanding lessons incorporating these resources.	SLT Monitoring of planning and lesson observations. Weekly lesson monitoring.	Principal and assistant principals	Half termly.
<b>ENRICHMENT OPPORTUNITIES</b> To support children's access and progress with the MFL curriculum.	To provide specialist Spanish support in classrooms.	All pupils to receive specialist teaching in French To develop a love of learning languages. Improved self-esteem will be developed.	Pupil feedback, staff feedback, observations, after-school club monitoring.	MFL lead Principal	Half termly



<p>Revision classes during the Easter holiday period for Y6 pupils.</p>	<p>Those pupils who were identified as needing additional support to achieve expected and greater depth in English and maths will be invited to attend additional classes during the Easter holiday. This will help to close gaps and barriers in learning.</p>	<p>The Year 6 SATs tests are shortly after the Easter holidays. Extra teaching and revision during the holiday have been proven in the past to have an impact on the pupils' learning and progress. Teachers have the opportunity to focus on specific areas of learning in mathematics and English.</p>	<p>Pupils will be selected to attend the Easter Booster classes based on how much support they need in order to achieve the expected standard. The teachers who will be organizing the sessions will provide planning of the work that pupils will undertake. There will be evaluation of the progress and work over the period.</p>	<p>Y6 teachers</p>	<p>June 2021.</p>
<p><b>WORKSHOPS</b> School based workshops involving visitors into school (or online Zoom/video workshops) including RE, English and history.</p>	<p>Educational visits have helped pupils to widen their experiences in order to help them develop their knowledge of the wider community</p>	<p>The workshops have proved very successful in the past because it has provided pupils with the opportunity to, for example, meet authors who are able to share with them their experience of writing. They learn from the authors some of the skills and techniques that are required to be able fiction and non-fiction stories. Other workshops such as the Stone Age have provided pupils with a range of historic knowledge.</p>	<p>The sessions will be organized by the teachers and linked to areas of the curriculum. Assistant principals and subject leaders will monitor the impact of any workshops or visitors into school.</p>	<p>Teachers and assistant principals.</p>	<p>June 2021</p>

<p><b>SAMBA LESSONS</b></p> <p>Provide one music session of samba each week for KS2 pupils and lunchtime samba club which will be delivered by Tameside Music Service.</p>	<p>This has helped pupils to develop their confidence and to learn new skills.</p>	<p>Very few pupils have the opportunity to play a musical instrument outside school. The samba band provides pupils with the opportunity to learn to play a musical instrument and to enjoy playing as part of a group.</p> <p>The lunchtime samba club provides pupil premium pupils as well as other the opportunity to develop their confidence and skills which help them in other areas of learning.</p>	<p>Sessions coordinated by teacher from Tameside Music Service and the music subject leader in school.</p>	<p>Class teachers and music subject leader.</p>	<p>End of each half term.</p>
<p><b>RESOURCES</b></p> <p>Extra reading books, maths resources additional computing hardware (iPads and laptops) for pupils</p>	<p>The resources will provide support for pupils to enable them to work more independently as well as helping them to make greater progress towards their targets.</p>	<p>Evidence has shown that a large number of our pupils do not use Tameside Library Service. This is even more so since the library moved to the centre of Ashton. The school library provides pupils easy access to a range of books which they are able to use in school to support their learning as well as books that they are able to borrow to read at home. Extra ipads support the pupils with their learning in a variety of lessons.</p>	<p>The subject leader's action plan will provide the evidence for the use of the resources based on the curriculum.</p>	<p>Subject Leaders Assistant Principals</p>	<p>Half termly</p>

<p><b>MATHS RESOURCES</b></p> <p>To purchase additional maths resources including Mathletics, Timetable Rockstars and revision materials for pupils.</p>	<p>This will enable pupils to develop their skills in mathematics using a range of materials.</p>	<p>The use of a range of materials helped pupils to develop their skills, confidence and knowledge more easily. The number of pupils who achieved expected in 2019 was above national at the end of year 2 and the percentage of pupils achieving the expected standard in year 6 had improved on the year before.</p> <p>The use of Mathletics and Timetable Rockstars has improved pupils' knowledge of their timetables and they are able to apply this knowledge when answering questions.</p>	<p>The monitoring of teaching and learning, planning, tracking data and end of year results.</p>	<p>Maths Subject leader and SLT.</p>	<p>Half termly</p>
<p><b>MATHS SUPPORT</b></p> <p>Specialist intervention programme to raise and accelerate progress: Third Space Learning Mathematics</p> <p>Pupils to receive one to one online tuition.</p>	<p>Improvements in pupils' progress.</p> <p>Improve the number of pupils achieving the expected standard and greater depth in mathematics.</p>	<p>According to Target Tracker data, some of the pupil premium children in year 5 and 6 are not working at the expected standard in mathematics. This will give them the support and confidence they need to improve their maths skills and knowledge.</p>	<p>There will be a timetabled one hour session each week for each child. Third Space Learning will provide headphones needed.</p> <p>One member of staff to supervise the session.</p>	<p>Year 5 and 6 teachers Assistant principals and principal</p>	<p>Half Termly</p>

<p><b>MENTORING SUPPORT</b></p> <p>To provide mentoring support for individual pupils to help with a range of issues that affect learning.</p>	<p>This will enable pupils to develop a range of strategies to help them overcome barriers to learning.</p>	<p>Pupils who have had learning mentor support have developed the skills and confidence to cope with the routines and demands of the classroom learning environment.</p>	<p>These pupils will be timetabled to work with the learning mentor during the week. There will also be regular review of the impact of the support given to these pupils.</p>	<p>Learning Mentor and SENCo</p>	<p>Each half term</p>
<p><b>EDUCATIONAL VISITS</b></p> <p>Contributions towards educational and residential trips and school visitors</p>	<p>Inclusion for all children on educational and residential trips and school visitors.</p>	<p>Increase in emotional wellbeing, self – confidence and social interaction. Increase experiences</p>	<p>This will be allocated in the SDP.</p>	<p>Principal</p>	<p>After each educational trip.</p>
<p><b>STAFF TRAINING</b></p> <p>Provide staff with reading and Read Write Inc phonics training</p>	<p>Providing staff with expertise, enabling them to raise attainment for all children, regardless of their socioeconomic background. Provide training for phonics and reading.</p>	<p>Staff need the knowledge and skills to teach reading and phonics confidently ensuring that children make good progress in reading. Pupils are not achieving as well in reading as the other subjects. Staff need training to ensure they have the resources and ideas to teach reading effectively.</p>	<p>The knowledge and ideas that the staff gain from the training will be discussed at staff meetings and as a school, we will decide what new strategies we would like to implement. This will be monitored through weekly and half termly planning, reading target maps and lesson observations.</p>	<p>Principal and assistant principals</p>	<p>Termly training</p>

<p><b>MINI BUS</b> Use the school mini bus to take children on trips including the use for after school club competitions</p>	<p>Inclusion for all children on educational and residential trips and school visitors.</p>	<p>Increase in emotional wellbeing, self – confidence and social interaction. Educational visits will help pupils to widen their experiences in order to help them develop their knowledge of the wider community</p>	<p>This will be allocated in the SDP.</p>	<p>Principal Class Teachers Subject leaders</p>	<p>After each educational trip.</p>
<p><b>Weekly Awards/ Incentives</b> Incentives for children- half termly attendance- working hard in school. Dojo shop prizes</p>	<p>Awards and prizes given to children who consistently work hard in school and achieve 100% attendance. When we are able to again (Covid 19), plan trips to bowling, cinema for VIP children.</p>	<p>Increase the % of children attending school Increase in emotional wellbeing, self – confidence and social interaction. Respecting other in school. Learning the values of hard work and respect.</p>	<p>Attendance across the school improves so it is consistently above 95%.</p>	<p>Principal and assistant principals.</p>	<p>Half Termly</p>
<p><b>Breakfast Club</b> More PP children to attend breakfast club.</p>	<p>This will ensure they are on time to start their staggered start time to the day. Make sure children eat breakfast so they are ready for the school day.</p>	<p>Some of our PP children are often late for school. Having a breakfast club and awarding Class Dojo's will help to encourage children to attend.</p>	<p>Monitoring of who is attending. Offering breakfast club to more PP children.</p>	<p>Principal and Learning Mentor</p>	<p>Half Termly</p>

### Review of expenditure from previous academic year 2019/2020

Due to the Coronavirus Pandemic and school closure in March 2020- July 2020, the impact section of the below report has been removed. Teachers gave TA assessments in March 2020 on Target Tracker based on September- March learning.

Amount to spend: £274,560

Some of the money has been carried over to 2020-2021 due to the school closure in March 2020.

Action	Intended outcome	Lessons learned	Cost
The employment of two additional teachers for KS1 and KS2 to provide targeted support for PP pupils.	The employment of two additional teachers will allow the school to put into place additional support for targeted groups and individual pupils. The focus is on raising the attainment of pupils. The Assistant Headteacher will provide a supportive and monitoring role for staff and pupils	The support enabled pupils to make progress in reading, writing and mathematics. Evidence from Target Tracker shows that the majority of pupils who were supported did meet their targets by the end of the academic year.	£45,400
To provide music sessions for all KS2 pupils.	One session each week for KS2 pupils. This session is organised by Tameside Music Service	Some Samba lessons continued for our Year 6 pupils during the school closure. Children and the teacher were socially distanced.	£2,275

<p>Teachers provided with CPD and training opportunities to improve their own subject knowledge</p>	<p>Teachers have the knowledge and skills to teach good and outstanding lessons</p> <p>INSET day at Madeline Lindley- teachers chose books and planned English lessons using these books during the day.</p>	<p>Whole class reading resources were prepared during the school closure ready for September 2020. Teachers have had reading training days to help with their subject knowledge and to improve the texts they choose to teach from during lessons.</p>	<p>£2960</p>
<p>Targeted additional support staff in the Reception classes in order to help pupils to make good progress in acquiring reading and writing skills and a Good Level of Development.</p>	<p>Good progress in the improvement in reading and writing, especially in the use of phonics in reading and writing.</p>	<p>According to Target Tracker, the majority of the children in Reception were making good progress before the school closure in March 2020.</p>	<p>£29,209</p>
<p>Specialist intervention programme to raise and accelerate progress: Third Space Learning Mathematics Pupils to receive one to one online tuition.</p>	<p>Improvements in pupils' progress.</p> <p>Improve the number of pupils achieving the expected standard and greater depth in mathematics.</p>	<p>Children did not have long enough having tuition sessions before we closed in March 2020.</p>	<p>£3,980</p>

<p><b>MINI BUS</b> Use the school mini bus to take children on trips including the use for after school club competitions</p>	<p>Inclusion for all children on educational and residential trips and school visitors. Increase in emotional wellbeing, self – confidence and social interaction. Educational visits will help pupils to widen their experiences in order to help them develop their knowledge of the wider community</p>	<p>Some of our PP children attended after school clubs before the school closure.</p>	<p>£1100</p>
<p><b>MENTORING SUPPORT</b> To provide mentoring support for individual pupils to help with a range of issues that affect learning.</p>	<p>This will enable pupils to develop a range of strategies to help them overcome barriers to learning.</p>	<p>Pupils who have had learning mentor support have developed the skills and confidence to cope with the routines and demands of the classroom learning environment. Many of our PP children receive this support.</p>	<p>£17,191</p>
<p><b>MATHS RESOURCES</b> To purchase additional maths resources including Mathletics, Timetable Rockstars and revision materials for pupils.</p>	<p>This will enable pupils to develop their skills in mathematics using a range of materials. The use of a range of materials helped pupils to develop their skills, confidence and knowledge more easily.</p>	<p>During the school closure, many of our PP children were able to access these programs from home.</p>	<p>£2,084</p>
<p><b>RESOURCES</b> Extra reading books, maths resources additional computing hardware (laptops) for pupils</p>	<p>The resources will provide support for pupils to enable them to work more independently as well as helping them to make greater progress towards their targets.</p>	<p>Reading books and laptops will be used in September 2020. Unable to use after being bought in academic year 2019-2020 due to the school closure.</p>	<p>£16,566</p>