

# Pupil premium strategy statement 2021/2022

This statement details Ashton West End Primary'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	Ashton West End Primary Academy
Number of pupils in school	452
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022, 2022-2023
Date this statement was published	November 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Kim Pizuti
Pupil premium lead	Kim Pizuti
Governor / Trustee lead	Susan Jones

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£255,550
Recovery premium funding allocation this academic year	£27,695
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£283,245

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support, all pupils can achieve their full potential, as long as the provision meets their needs.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

### **Achieving our objectives**

To achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to support pupils in their emotional and social development.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils entering the EYFS with language and listening skills well below their developmental age and stage. A lack of early language skills within the early years impacts on pupils' ability to hear sounds when practising blending and segmenting, thus impacting on early reading and fluency.
2	Pupils' vocabulary is limited due to a lack of exposure in the wider world; this in turn impacts on their ability to comprehend and read fluently.
3	Pupils and their families have social and emotional difficulties, including medical and mental health issues.
4	The majority of pupils make good progress by the end of KS2 from their low starting points but some fail to convert to the expected or greater depth standard due to gaps in their prior knowledge.
5	Low attendance and persistent absenteeism of the Pupil Premium pupils.

## 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
Reduce the gap between the non-PP and PP pupils achieving the expected standard or higher in reading, writing and mathematics at the end of KS2.	Pupil data from the end of KS2 shows an upward trend of PP pupils achieving the expected or greater depth standard.
Implementation of Read Write Inc shows an increase in pupils passing the Phonics screening test in Year 1.	Three-year increase in the year 1 pass rate with pupils achieving above national expectations by the third year of implementation.
All pupils without other complicating factors are confident readers by the end of KS1.	In house tracking data indicates that pupils are successfully moving through the book bands and are working on ARE books in preparation for KS2.
Attendance for pupil premium children improves and persistent absence reduces.	Attendance for the PP pupils is above 95%.

## 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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Read, Write Inc phonics training</p> <p>Buy reading books, resources, training, spelling scheme from RWI, access to the OUP and Ruth Miskin subscriptions.</p>	<p>72% of Year 1 pupils passed the phonics screening test in 2019. 57% of children at the end of KS2 achieved the Expected standard in reading in 2019. Speed of fluency reading is a barrier to this. Academy data shows that some disadvantaged pupils struggle to convert to the expected or greater depth standard at the end of KS2.</p>	1 & 2
<p>NELI (Nuffield Early Language Intervention)</p>	<p>NELI allows us to screen the language of children in Reception. Children can then be targeted for intervention to address language needs. This allows us to identify children with language needs early and provide support for these children. NELI focuses more on listening and comprehension.</p>	1 & 2
<p>WellComm resources</p>	<p>WellComm is another tool to screen language. It can be used with children throughout school and can be delivered in any language. It comes with suggested activities to improve language and vocabulary skills and can be used with whole classes, targeted groups or individual children.</p>	1 & 2
<p>National College and Educare online training available all year round for staff</p>	<p>This will ensure the staff have access to high quality training in order to improve their teaching.</p>	1, 2 and 4

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

Budgeted cost: £230,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Daily assistant headteacher support for 12 Year 6 pupils	End of year 5 assessment data (June 2021) shows that the twelve children identified are not on track to meet the expected or greater depth standard by the end of year 6 in R,W,M so extra support is needed.	2 & 4
Daily assistant headteacher support for 12 Year 5 pupils	End of year 4 assessment data (June 2021) shows that the twelve children identified are not on track to meet the expected standard by the end of year 5 in R,W,M so extra support is needed.	2 & 4
Daily Read Write Inc support teacher for Reception, Year 1 and 2 pupils. Fast track tutoring for pupils in KS2 in the afternoons	72% of the year 1 pupils in 2019 achieved 32+ in the phonics screening test. This was 10% lower than the national average.	1 & 2
Additional TA support to help some of our most challenging pupils in KS1 and KS2 close the gaps caused by the Pandemic	Pupils identified as having low attendance and not on track to meet their targets by the end of the year are having additional support for R,W,M during the school day.	3 & 5
After school tuition to groups of 3 pupils from teachers or teaching assistants	Children identified in June 2021 end of year assessments as needing additional support. Children not on track to meet the expected standard in R,W,M in June 2022 (Reception-Year 6)	2 & 4
NTP tutors in school working with pupils from Year 2- Year 6 daily.	Children identified in June 2021 end of year assessments as needing additional support. Children not on track to meet the expected standard in R,W,M in June 2022.	2 & 4
NTP Academic Mentor support for Year 6 pupils in the morning and Year 5 and 4 children in the afternoon	Year 6 children- End of year 5 assessment data (June 2021) shows that a group of 8 Yr6 children are not on track to meet the expected standard by the end of year 6 July 2022 in R,W,M so daily support from the academic mentor is needed.	2 & 4

	Year 5 and 4 children- Children identified in June 2021 end of year assessments as needing additional support. Children not on track to meet the expected standard in R,W,M in June 2022.	
School Led Tutoring (teachers supporting pupils after school and Tutor Trust supporting Year 4- 6 throughout the week)	Children identified in October 2021 assessments as needing additional support. Children not on track to meet the expected standard in R,W,M in June 2022.	2 & 4
Third Space Maths Tuition 1:1 for Years 5 and 6 PP children	72% of pupils achieved the expected standard or higher in mathematics in 2019. This was lower than the national average of 79%. 40 PP children have been identified as needing this weekly support.	4
Bedrock Reading Online Learning for Year 6 pupils	57% of the Year 6 pupils in 2019 achieved the expected standard in reading. Bedrock is used in lessons and at home by the majority of the Y6 pupils.	2 & 4
Mathletics and Times Table Rockstars for pupils from Year 1 – Year 6	72% of the year 6 pupils achieved the expected standard in 2019, compared to 79% nationally. Children across the school are still not secure with their times table knowledge.	4

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of SEMH Support and Inclusion Service (£5000)	A small number of pupils have significant difficulties with SEMH. Buying into Tameside's SEMH service gives us access to specialist advice and support for these pupils. It also gives us access to the Specific Learning Difficulties support.	3
Subsidised visits/ visitors	Children from lower income families may not be able to attend school	2 & 5

	trips which will disadvantage their access to a broad and balanced curriculum.	
Attendance Dojo Prizes Attendance trips/ prizes/ treats	The school's weekly attendance should be 96.5% but averages 95%. The number of PA pupils needs to reduce. Many of the PA pupils are also PP.	5
EWO support purchased and attendance officer employed	Above average amounts of children are identified as being persistently absent. Children with poor attendance do not perform as well as children with good attendance.	5
Breakfast club subsidised for some of our PP pupils	Children who are hungry do not perform as well. Some of our PP children are encouraged to attend each morning.	5
Wellbeing resources and Learning Mentor support in school	Children who have additional needs associated with Social, Emotional and Mental Health need extra support to ensure they can access the curriculum. Learning Mentor provides support for children who have suffered bereavement or who have mental health difficulties.	3

**Total budgeted cost: £30,000 + £230,000 + £20,000 = £280,000**

## 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.

Year 1 Phonics	All pupils (57)		Non-PP (42)		Pupil Premium (15)	
	30	53%	21	50%	9	60%

  

Year 2 2020-2021	All pupils (60)		Non PP (35)		Pupil Premium (25)	
	EXS	GDS	EXS	GDS	EXS	GDS
Reading	45%	5%	46%	9%	44%	0
Writing	43%	3%	51%	3%	32%	4%
Maths	52%	3%	57%	6%	44%	0

  

Year 3 2020-2021	All pupils (57)		Non PP (23)		Pupil Premium (34)	
	EXS	GDS	EXS	GDS	EXS	GDS
Reading	28%	4%	22%	9%	32%	0
Writing	26%	5%	26%	9%	26%	3%
Maths	47%	5%	74%	4%	29%	6%

  

Year 4 2020-2021	All pupils (62)		Non PP (41)		Pupil Premium (21)	
	EXS	GDS	EXS	GDS	EXS	GDS
Reading	21%	2%	24%	0	14%	5%



Writing	23%	0 %	10%	0 %	43%	0 %
Maths	8 13%	7 11%	4 10%	6 15%	4 19%	1 5%

Year 5 2020-2021	All pupils (60)		Non PP (27)		Pupil Premium (33)	
	EXS	GDS	EXS	GDS	EXS	GDS
Reading	18%	7%	7%	11%	27%	3%
Writing	35%	17%	41%	26%	27%	9%
Maths	37%	12%	48%	9%	27%	6%

Year 6 2020-2021	All pupils (61)		Non PP (27)		Pupil Premium (34)	
	EXS	GDS	EXS	GDS	EXS	GDS
Reading	48%	13%	48%	11%	47%	15%
Writing	57%	8%	70%	4%	47%	12%
Maths	33%	10%	30%	7%	35%	12%

## 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
Maths online one to one tuition	Third Space Maths Learning
Maths online teaching	Mathletics
TT Rockstars	Maths Circle
Reading online questions and support	Bedrock Learning

## 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