

Pupil premium strategy statement 2023-2024

This statement details Ashton West End Primary's use of pupil premium (and recovery premium for the 2023-2024 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	408
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024, 2024-2025
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Kim Pizuti
Pupil premium lead	Kim Pizuti
Governor / Trustee lead	Angela Etchells

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1450 per pupil £237,893 total amount 164 pupils
Recovery premium funding allocation this academic year	£23,708
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	£261,601

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: £26,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing RWI training and support lead by our own English Specialist: £10,330 Buy reading books, resources, training, spelling scheme from RWI, access to the OUP and Ruth Miskin subscriptions: £2440	63% of children at the end of KS1 (June 2023) achieved the Expected standard in reading. Speed of fluency reading is a barrier to this. Data shows that some disadvantaged pupils struggle to convert to the expected or greater depth standard at the end of KS1 and KS2.	1 & 2
WellComm Interventions:£12500	WellComm is a 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.	1 & 2
Educare online training available all year round for staff: £1400	This will ensure the staff have access to high quality training in order to improve their teaching.	1, 2 and 4

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

Budgeted cost: £285,653

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Daily – Intervention teachers to work with Year 6 pupils: 2 x teachers: £50,426 (AA,AM)	End of year 5 assessments identified some pupils who need extra support in year 6 in order to reach their end of year targets. Children are split into smaller groups and taught by two additional teachers.	2 & 4
Daily intervention support for Year 5 pupils £56,760 (JC)	End of Year 4 data has identified some pupils as not on track in R, W and M. They work in smaller groups for maths and English every morning with a teacher.	2 & 4
Daily intervention support for Year 3 pupils from January 2024: £3,967 (AB)	End of year 2 assessment data shows that 63% of pupils in reading, 47% in writing and 59% in maths achieved the expected standard. More support needed in order to close the gaps.	1 & 2
Daily Read Write Inc support teachers for Reception, Year 1 and 2 pupils. Fast track tutoring for pupils in KS2 in the afternoons Staff: £25,213 (AC, JT)	90% of the year 1 pupils in 2023 achieved 32+ in the phonics screening test. We need to continue with this progress for our FSM pupils this academic year.	1 & 2
Pastoral and Attendance Leader and Pastoral support worker to provide interventions and support to families with low attendance £10,465	Pupils identified as having low attendance supported to get into school. Families of pupils who are persistently absent are offered support. The attendance and pastoral lead and the new pastoral support worker will also deliver behaviour interventions and support families and children with Social, Emotional and Mental Health needs. More support to open EHA's and give families the support they really need within school.	3 & 5
Additional TA's support to help our youngest pupils acquire phonics knowledge: £107,255 (NA, RM, DM, YH, AA)	Children taught phonics in small homogenous groups.	1 & 2
Third Space Maths Tuition 1:1 for Years 5	82% of pupils achieved the expected standard or higher in mathematics in	4

and 6 PP children :£27,600	2023. We need to continue to provide this support for all of the PP children who need it.	
Bedrock Reading Online Learning for Years 3- 6 pupils:£655	74% of the Year 6 pupils in 2023 achieved the expected standard in reading. Bedrock is used in lessons and at home by the majority of the Y6 pupils. This year we are introducing it into years 3-5 also. School subscribes to this programme	2 & 4
Mathletics £3,085 Times Table Rockstars for pupils from Year 1 – Year 6: £227	85% of the year 6 pupils achieved the expected standard in 2023, so we need to continue with this progress again this academic year and ensure all those pupils who can access these programmes do so especially at home. 59% of the children in Y2 achieved EXS in maths in June 2023 so more work needs to be done with these pupils as they move through the school.	4

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

Budgeted cost: £48,027

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised visits/ visitors £3000 Minibus £2,000	Children from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum.	2 & 5
Attendance prizes Attendance trips/ prizes/ treats: £600	The school's weekly attendance should be 96.5% but averages 94%. The number of PA pupils needs to reduce. Many of the PA pupils are also PP.	5
Pastoral Attendance leader and new pastoral support worker employed £41,855	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 is free and we encourage	Children who are hungry do not perform as well. Some of our PP	5

our PP children to attend	children are encouraged to attend each morning.	
Wellbeing resources and Learning Mentor support in school: Boxall £200 training Credits £72.00 Resources £300	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: £360,350.00

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 2021 to 2022 academic year.

Year 1 Phonics 2022-2023	All pupils (62)		Non-PP (47)		Pupil Premium (15)	
	90.3%		91.5%		86.7%	
Year 2 2022-2023	All pupils (51)		Non PP (29)		Pupil Premium (21)	
	EXS	GDS	EXS	GDS	EXS	GDS
Reading	60.8%	7.8%	65.5%	3.4%	57.1	14.3%
Writing	47.1%	3.9%	48.3%	0%	47.6%	9.5%
Maths	56.9%	7.8%	62.1%	6.9%	52.4%	9.5%
Year 3 2022-2023	All pupils (58)		Non PP (30)		Pupil Premium (28)	
	EXS	GDS	EXS	GDS	EXS	GDS
Reading	62%	8.6%	63.3%	9.9%	60.7%	7.1%
Writing	43%	0 %	53.3%	0 %	32.1%	0 %
Maths	50%	31%	46.6%	30%	57.1%	28.5%
Year 4 2022-2023	All pupils (60)		Non PP (34)		Pupil Premium (26)	
	EXS	GDS	EXS	GDS	EXS	GDS
Reading	64.9%%	16.6%	67.6%%	20.5%	61.5%%	11.5%
Writing	56.6%	0%	79.4%	0%	49.9%	0%

Maths	86.6%	16.6%	91.1%	14.7%	80.7%	19.2%
Year 5 2022-2023	All pupils (62)		Non PP (40)		Pupil Premium (22)	
	EXS	GDS	EXS	GDS	EXS	GDS
Reading	54%	8.1%	56.5%	17.3%	71.4%	2.6%
Writing	45.9%	0%	56.5%	0%	39.4%	0%
Maths	75.4%	27.8%	82.6%	39.1%	71%	21%
Year 6 2022-2023	All pupils (62)		Non PP (35)		Pupil Premium (27)	
	EXS	GDS	EXS	GDS	EXS	GDS
Reading	74.2%	16.1%	71.4%	20%	77.8%	11.1%
Writing	67.7%	3.2%	65.7%	5.7%	70.4%	0%
Maths	82.3%	12.9%	80%	14.3%	85.2%	11.1%

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
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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