

Pupil premium strategy statement 2024-2025

This statement details Ashton West End Primary's use of pupil premium 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	440 with nursery pupils 405 without nursery
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025, 2025-2026, 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
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	167 pupils allocated PP funding £1,480 per child. Total £247,160
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	£247,160.

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: £24,434

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing RWI training and support lead by our own English Specialist: in staffing costs</p> <p>Comprehension scheme purchased: Buy reading books, resources, training, spelling scheme from RWI, access to the OUP and Ruth Miskin subscriptions: £2440</p>	<p>70% of children at the end of KS1 (June 2024) achieved the Expected standard in reading. Reading fluency has improved, however comprehension skills held back some pupils.</p> <p>Data shows that some disadvantaged pupils struggle to convert to the expected or greater depth standard at the end of KS1 and KS2.</p>	1 & 2
<p>WellComm Interventions: Funded – TAs to deliver (£20,594 – in staffing cost)</p>	<p>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.</p>	1 & 2
<p>Educare online training available all year round for staff: £1400</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: £311,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Daily – Intervention teachers full time to work with Year 4 & 6 pupils: 2 x teachers: £100,000</p>	<p>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. One of these teachers also supports a year 4 English group in the mornings.</p>	<p>2 & 4</p>
<p>Daily intervention support for Year 5 pupils (1 full time teacher) £46,000</p>	<p>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.</p>	<p>2 & 4</p>
<p>Daily Read Write Inc support teachers for Reception, Year 1 and 2 pupils. Fast track tutoring for pupils in KS2 in the afternoons Staff: £43,000 1 x teacher</p>	<p>83% of the year 1 pupils in 2024 achieved 32+ in the phonics screening test. 33% of the cohort are FSM, out of these children 75% passed PSC. We need to continue with this progress for our FSM pupils this academic year.</p>	<p>1 & 2</p>
<p>Pastoral and Attendance Leader and Pastoral support worker to provide interventions and support to families with low attendance £6,000</p>	<p>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. Global Policing are supporting with this.</p>	<p>3 & 5</p>
<p>Additional TA's support to help our youngest pupils acquire phonics knowledge: £107,255 (6 x TA's)</p>	<p>Children taught phonics in small homogenous groups.</p>	<p>1 & 2</p>
<p>Third Space Maths Tuition 1:1 for Year 6 PP children £17,000</p>	<p>77% of the current year 6 pupils achieved EXS in their end of year NFER maths test. We need to ensure the children build on this</p>	<p>4</p>

	progress and more children achieve the EXS by the end of year 6.	
Bedrock Reading Online Learning for Years 3- 6 pupils:£1978	61% of the Year 6 pupils in 2024 achieved the expected standard in reading. We need to improve this so all pupils in KS2 now have access to this subscription. Teachers set this as homework and use in some lessons.	2 & 4
Mathletics £3,085 Times Table Rockstars for pupils from Year 1 – Year 6: £227	64% of the year 6 pupils achieved the expected standard in 2024 which was lower than the national average. We need to improve this so using subscriptions such as Mathletics and TT Rockstars should support with this. Children from Year 1- 6 have access to these at home and in school. We have school competitions to raise the profile at home and in school.	4

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

Budgeted cost: £5500

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: £500	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 pastoral support worker employed £56,000 (2 x pastoral support team) Global Policing support attendance support £3000	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. The school use Global Policing to support with reducing persistently absent pupils.	5

<p>Breakfast club is free and we encourage our PP children to attend</p> <p>£585 for breakfast club food</p> <p>Wages for breakfast club staff £7188</p>	<p>Children who are hungry do not perform as well. Some of our PP children are encouraged to attend each morning.</p>	5
<p>Wellbeing resources and Learning Mentor support in school:</p> <p>Boxall £200 training</p> <p>Credits £72.00</p> <p>Resources £300</p>	<p>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.</p>	3
<p>Global Policing- Project Chameleon</p> <p>£900</p>	<p>Children in year 6 have 10 sessions covering topics such as vaping, knife crime, anti-social behaviour etc. These sessions are aimed at keeping them safe in the community.</p>	2 & 3

Total budgeted cost: 341,434

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 2023 to 2024 academic year.

Year 1 Phonics 2023-2024	All pupils (62)		Non-PP (47)		Pupil Premium (15)	
	83%		90%		75%	
Year 2 2023-2024	All pupils (60)		Non PP (45)		Pupil Premium (15)	
	EXS	GDS	EXS	GDS	EXS	GDS
Reading	65%	5%	64%	2%	67%	13%
Writing	45%	7%	44%	7%	47%	7%
Maths	48%	25%	44%	29%	60%	13%
Year 3 2023-2024	All pupils (54)		Non PP (29)		Pupil Premium (25)	
	EXS	GDS	EXS	GDS	EXS	GDS
Reading	30%	2%	31%	0%	28%	4%
Writing	20%	2%	24%	0%	16%	4%
Maths	43%	22%	38%	24%	48%	20%
Year 4 2023-2024	All pupils (60)		Non PP (28)		Pupil Premium (32)	
	EXS	GDS	EXS	GDS	EXS	GDS
Reading	52%	23%	46%	29%	56%	19%
Writing	63%	5%	71%	4%	56%	6%

Maths	47%	28%	46%	29%	47%	28%
Year 5 2023-2024	All pupils (60)		Non PP (30)		Pupil Premium (30)	
	EXS	GDS	EXS	GDS	EXS	GDS
Reading	63%	12%	63%	17%	63%	7%
Writing	60%	0%	60%	0%	60%	0%
Maths	60%	17%	67%	17%	53%	17%
Year 6 2023-2024	All pupils (60)		Non PP (20)		Pupil Premium (40)	
	EXS	GDS	EXS	GDS	EXS	GDS
Reading	53%	8%	60%	10%	50%	8%
Writing	55%	0%	70%	0%	48%	0%
Maths	57%	7%	65%	5%	53%	8%

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