



Pupil premium strategy statement – Ashcroft Infant and Nursery School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	168
Proportion (%) of pupil premium eligible pupils	15% (26 pupils including EYPP)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2024
Date this statement was published	16 th December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Jayne Fellows Headteacher
Pupil premium lead	Jayne Fellows Headteacher
Governor	Sue Boden Pupil Premium Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,250
Recovery premium funding allocation this academic year	£2360
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£35,610

<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	
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Part A: Pupil premium strategy plan

Statement of intent

At Ashcroft Infant & Nursery School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Further enhance progress, in all subjects across the school, with a specific focus on early reading and phonics, through quality first teaching and learning and personalised intervention programmes, so pupils can quickly address any gaps in learning
- Consistently promote the extensive personal development of pupils by continuing to ensure all pupils have access to a wide, rich set of experiences and that opportunities to develop their talents and interests are of exceptional quality
- Continue to provide high-quality pastoral support so that pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy
- Further increase the rates of progress, where there is low prior attainment and gaps in learning due to school closures during the pandemic.
- Work with families to ensure aims for the child are fully supported by whole and school to create a cohesive approach
- Key Principals: We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through pupil progress analysis, specific intervention and support for individual pupils which will be reviewed at least termly during pupil progress meetings. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	The attainment and progress of PP/disadvantaged pupils (including high ability) is not as good as non-PP pupils.
2	Oral language skills on entry are lower for PP than other pupils. This slows progress in reading and writing.
3	Attendance rates for pupils for PP are slightly lower than non-PP pupils.
4	Social and emotional needs having a detrimental effect on their academic progress.
5	Pupils have limited experiences beyond their home life and immediate community which impacts on their ability to access all learning.

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
All PP/disadvantaged children will reach their potential without the difference between them and non-PP increasing.	End of year data will show all PP/disadvantaged children have made at least expected progress and the gap between PP and non-PP pupils has not increased. If possible, the gap will have diminished to some extent.
Needs will be identified early and implemented on.	Needs arising from barriers to learning will be acted upon quickly and effectively to offer maximum impact.
Early intervention and high quality teaching (oral language)	The communication and language skills of PP pupils will be at the same level as non-PP pupils. Communication and language teaching, including interventions, will be high quality and have a high impact.
There will be no difference in attendance figures of PP/non-PP. Above 95%	All pupils will have attendance of 95% or over, including PP pupils. Monitoring of attendance by Head teacher and Office Manager brings about an increase in PP

	pupils' attendance and a decrease in persistent absence
Pupils social/emotional needs are being met and the whole family is supported allowing pupils to make good progress academically.	SLT, SENCo & Mental Health Lead will identify and support families and children and work to alleviate barriers to learning. Identified children are provided with support and therapy where needed. Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers will be alleviated where possible.
School have provided children with opportunities beyond their own experience which allows pupils to fully access all areas of the curriculum.	Our broad and balanced curriculum will provide pupils with exciting and varied learning. Pupil questionnaires will show that children enjoy school and are enthused to learn more. Teachers and support staff will plan a wide range of visits & experiences to inspire/enhance learning and make it memorable. Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day

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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT/& SENCO/Mental Health Lead to support disadvantaged pupils.	Appropriate staff will have timetabled sessions to support the learning and also social and emotional needs of disadvantaged pupils. Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	1 and 4
Allocation of funds towards Continuing	Quality /at least good teaching in all classes every day. Provision of	

Professional Development (CPD) for teachers and TAs across school. Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS and KS1.	interventions and challenge teaching for children identified as needing to catch up – see The pupil premium: how schools are spending the funding successfully - GOV.UK (www.gov.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted, structured interventions to children across whole school using catch up funding and Pupil premium funding. Interventions to be monitored and evaluated by SENCo & SLT. These will include Reading Interventions, Phonics small group, Toe by Toe, Power of One, Write Dance, Dough Disco.	Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up – see: The pupil premium: how schools are spending the funding successfully - GOV.UK (www.gov.uk) Phonics EEF (educationendowmentfoundation.org.uk)	1,2 and 4

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

Budgeted cost: **£ 5,610**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	Past experience within our own setting shows that when a Breakfast Club is offered to Pupil Premium	3 and 4

	<p>pupils, attendance can be impacted positively.</p> <p>Stat guidance template (publishing.service.gov.uk)</p>	
<p>ELSA, Drawing and Talking Therapy + associated resources</p>	<p>About ELSA – ELSA Network</p> <p>Drawing & Talking Home - Drawing & Talking (drawingandtalking.com)</p>	<p>2 and 4</p>
<p>Wider experiences - All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences.</p>	<p>Provision of a range of initiatives to extend children’s experiences.</p> <p>The pupil premium: how schools are spending the funding successfully - GOV.UK (www.gov.uk)</p>	<p>5</p>

Total budgeted cost: £ 35,610

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils in the 2021 -2022 academic year

Reception End of Year Progress	Below (2 steps or less)	Expected+ Progress (3+ steps)	Above (4+ steps)
Reading	0%	100%	37%
Writing	12%	88%	12%
Maths	12%	88%	12%
Most disadvantaged pupils in reception make expected or better progress in Reading, Writing & Maths			

Reception End of Year Attainment	Below	Expected+	Above	Cohort Exp+
Reading	3	5	0	
%	37%	63%	0%	76%
Writing	4	4	0	
%	50%	50%	0%	71%
Maths	2	6	0	
%	25%	75%	0%	87%
Disadvantaged pupil attainment in reception is below the cohort in Reading, Writing & Maths				

Year 1 End of year Progress	Below (2 steps or less)	Expected+ Progress (3+ steps)	Above (4+ steps)
Reading	12%	88%	25%
Writing	12%	88%	12%
Maths	37%	63%	12%

All disadvantaged pupils in reception make expected progress **in Reading & Writing** & most PP Pupils **in Maths**

End of Year Attainment	Below	Expected+	Above	Cohort Exp+
Reading	3	5	1	
%	37%	63%	12%	69%
Writing	6	2	0	
%	75%	25%	0%	58%
Maths	3	5	0	
%	37%	63%	0%	77%

Disadvantaged pupil attainment in reception is in line with the cohort in **Reading**, below the cohort in **Maths** and well below the cohort **Writing**

Year 2 End of Year Progress	Below (2 steps or less)	Expected+ Progress (3+ steps)	Above (4+ steps)
Reading	9%	91%	9%
Writing	18%	82%	18%

Maths	9%	91%	0%
Most disadvantaged pupils in Year 2 make expected or better progress in Reading, Writing & Maths			

End of Year Attainment	Below	Expected+	Above	Cohort Exp+
Reading	5	6	0	
%	45%	55%	9%	64%
Writing	7	4	0	
%	64%	36%	0%	46%
Maths	5	6	0	
%	45%	55%	0%	61%
Disadvantaged pupils' attainment is slightly below the cohort in Reading, Writing and Maths				

Summary
Overall, our disadvantaged pupils make expected progress but attainment is lower than expected. Our strategy for 2021-2022 was to close this gap, particularly for our Year 2 pupils. We were able to narrow the gap (data gap is narrower in Year 2 compared to year 1 and reception) through the use of quality first teaching, staff CPD, interventions and holistic support of our pupils.