

# Pupil Premium New Ash Green Primary School Statement 2021 – 2025

Updated: November 2022

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

## School overview

Detail	Data
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	15.5% 64 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Caroline Cain, Headteacher
Pupil Premium Champion	Sam Goss, Inclusion Manager
Pupil Premium Champion Governor	Oliver Harding, Pupil Premium Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,585
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	£88,585

# Pupil Premium Strategy Plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support all pupils including our disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for school improvement and its School Led Tutoring Programme.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- to support the well-being of our disadvantaged pupils

## PP Achievements for 2021-2022

### Pupil Premium Achievements July 2022

#### Headlines

- A significant number of pupils are working below the expected attainment at the beginning of their schooling.
- There is a strong correlation with PP pupils at the start of Year 1 not working at the national average.

- A number of Pupil Premium have SEND which is an additional barrier to their learning.
- Pupil Premium are in line with the school's development points for this year: Writing, SPaG and Maths
- From the Kent data for FSM, in general the school is above or in line with Kent's data except for Year 1 phonics and Maths and Spag for Year 6

A significant number make good progress from their starting points.

Year 1	<p>Pupil Premium attainment is much lower than non-PP attainment.</p> <p>9/11 children made expected progress for RWM. Of which 3/11 made accelerated progress in reading and 2/11 made accelerated progress in maths.</p>
Year 2	<p>Pupil Premium attainment is much lower than non-PP attainment.</p> <p>12/13 children made expected progress in Reading and Maths. 11/13 made expected progress in writing.</p> <p>6/13 made accelerated progress in RW and 5/13 made accelerated progress in M.</p>
Year 3	<p>Pupil Premium attainment is much lower than non-PP attainment.</p> <p>6/8 children made expected progress in Reading and Maths. 4/8 in Writing.</p> <p>1/8 made accelerate progress in maths.</p>
Year 4	<p>Pupil Premium attainment is much lower than non-PP attainment.</p>

	<p>8/9 children made expected progress in RWM.</p> <p>1/9 made accelerated progress in Reading. 2/9 made accelerated progress in Writing and Maths.</p>
Year 5	<p>Pupil Premium attainment is much lower than non-PP attainment.</p> <p>7/10 children made expected progress in Writing and Maths. 9/10 made expected progress in Reading.</p> <p>2/10 made accelerated progress in Reading and Maths. 3/10 made accelerated progress in Writing.</p>
Year 6	<p>Pupil Premium attainment is in line with non-PP attainment for Reading and Maths but lower in Writing.</p> <p>11/11 children made expected progress in Reading. 10/11 made expected progress in Writing and Maths.</p> <p>1/11 made accelerated progress in Reading.</p>
Attendance	<p>Pupil Premium children achieving 96% or above attendance: 19 / 64</p> <p>Pupil Premium children 's attendance below 90% was 11 / 64</p>

### **Attainment for pupils across the school at Greater Depth**

- 3 children are working at Greater Depth for Reading
- 1 child is working at Greater Depth for Writing
- 4 children are working at Greater Depth for Maths

Attainment	Whole School data	
	Number	Percentage
Reading expected +	32/64	50%
Reading Greater Depth	3	5%
Writing expected +	24/64	38%

Writing Greater Depth	1	2%
Maths Expected +	27/64	42%
Maths Greater Depth	4	6%

Progress	Whole School data	
	Number	Percentage
Reading expected +	52/64	81%
Reading Greater Depth	11	17%
Writing expected +	46/64	72%
Writing Greater Depth	9	14%
Maths Expected +	49/64	77%
Maths Greater Depth	10	16%

#### Further actions for the PP team

1. Follow the School Improvement Plan priorities and read the [PP Action Plan](#) on the website
2. Continue to monitor closely the attainment and progress of pupils against their class provision map – are the PP pupils' needs being met?
3. In term 2, the PP Team to evaluate pupil case studies for positive evidence of strategies used and to identify and remove any barriers to learning.
4. Further scrutiny for the phonics teaching in Year 1 and 2 make ensure PP pupils make accelerated progress

### Intended outcomes 2025

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language and effective use of vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Improved reading attainment among disadvantaged pupils.	KS2 <b>reading</b> outcomes in 2024/25 show that more than 100% of disadvantaged pupils met the expected standard from their starting points and 85% at the expected attainment standard using the <b>phonetic</b> books to support the early stages of reading
Improved reading, writing and maths attainment for disadvantaged pupils at the end of KS2.	KS1 and KS2 <b>reading, writing and maths outcomes</b> in 2024/25 show that 100% of disadvantaged pupils met the expected standard from their starting points and 85% at the expected attainment standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of <b>wellbeing</b> from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations using the Leuven Scales</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Alongside rigorous monitoring of attendance through weekly meetings, sustained high <b>attendance</b> from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall attendance rate for all pupils being at or above 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0%.</li> <li>• No pupil to be persistently absent without strong evidence whether the pupils are disadvantaged or not.</li> </ul>

## Total allocation = £88,585

*This amount does not include funds for Looked After Children. The school spends their allocated funding based on their individual needs.*

Areas for Improvement	Provision	Allocation
<p><u>Learning</u></p> <p>To increase the number of Pupil Premium pupils achieving Age Related Expectations and Pupil Premium children working at Greater Depth.</p> <p>A. To accelerate learning of all pupil premium pupils from their start point.</p> <p>B. To foster and promote a ‘love of reading’ for all our Pupil Premium pupils</p> <p>C. To support the mental health and wellbeing of all our Pupil Premium pupils through our ‘6 Ways to Wellbeing’</p> <p>D. To ensure all our Pupil Premium children have opportunities to develop skills in our 6 core curriculum values—curiosity, independence, resilience, challenge, self-motivation and inspiration.</p> <p>E. To develop and enhance the cultural capital of Pupil Premium pupils.</p> <p>F. To ensure Pupil Premium pupils have the same homework expectations as all pupils</p> <p>G. Develop Parental Engagement</p>	<p>Staff to assess the levels of the PP pupils, focus on achieving their targets. Implement through Quality Teaching, termly On Track / PMT meetings.</p>	£21,800
	<p>Staff to embed the Active Reading Approach for all and ensure PP pupils take home a school library book weekly</p>	£2,500
	<p>Staff to develop maths fluency and the progression in writing linked to each year group and SPAG for PP pupils.</p>	£10,180
	<p>Staff to ensure the well-being of the PP pupils is being promoted and enhanced thorough planning for opportunities to embed the 6 ways to well-being e.g. Check ins, the use of the Leuven scales, outdoor learning</p>	£5,000
	<p>Ensure the Core Values are implemented and understood by the PP pupils and PP pupils implement the use of the Passport to develop their Cultural Capital</p>	£3,000
	<p>Specific expenditure – School trips, clubs etc</p> <p>Subject leaders to ensure subjects develop cultural capital of all pupils</p>	£3,000

	Teachers, SLT and the FLO to work with parents to engage them in the learning process.  Involvement of Attendance and EWT teams where appropriate.	£9,000
<b><u>Teaching</u></b> <ul style="list-style-type: none"> <li>To have a clear, detailed understanding of the needs of our pupil premium pupils through early identification and removing any barriers to learning</li> <li>To provide quality teaching for all pupils including Pupil Premium pupils</li> </ul>	Teachers and TAs close the gaps in learning	£15,000
	Teachers plan, using the provision map to meet the needs of the pupils	£3,000
	Adaptive teaching training to support PP pupils	£8,800
	Staff monitor the achievements of the PP pupils and report to the SLT three times a year	£2,000
<b><u>Attendance</u></b>  To improve the attendance for pupil premium pupils	Attendance Team (Headteacher, Deputy, Acting Inclusion Manager and the FLO) monitoring with attendance surgeries	£4,000
	Staffing – teachers supporting parents and pupils	£1,305