

Pupil Premium New Ash Green Primary School Statement 2023 – 2025

Updated: November 2023

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 | 397 |
| Proportion (%) of pupil premium eligible pupils | 15.6% 62 pupils |
| Academic years that our current pupil premium strategy plan covers | 2023/2024 to 2024/2025 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | November 2024 |
| Statement authorised by | Caroline Cain (Headteacher) |
| Pupil Premium Champion | Caroline Cain (Headteacher) |
| Pupil Premium Champion Governor | Oliver Harding, Pupil Premium Governor |

Funding overview 2023

| Detail | Amount |
|--|-------------|
| Pupil premium funding allocation this academic year | £97,690 |
| Recovery Pupil Premium | £5,727.50 |
| 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 | £103,417.50 |

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 2022-2023

Analysis of Summative data for PP pupils and FSM Pupils

| Early Years | School – all | School - FSM | Kent FSM | National - all | Analysis |
|---------------------------|--------------|--------------|----------|----------------|----------------|
| Good Level of Development | 61% | 66.7% | 51.9% | 67.3 | FSM above Kent |

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|-------------------------|-------|-------|-------|-------|--|
| | | | | | FSM in line with National |
| Literacy Goals | 66.1% | 66.7% | 54.8% | 69.8% | FSM above Kent FSM in line with National |
| Maths Goals | 72.9% | 66.7% | 65.1% | 77.2% | FSM in line with Kent FSM not in line with National |
| Year 1 Phonics | | | | | |
| Year 1 | 70.5% | 66.7% | 59.4% | 78.9% | FSM above Kent FSM not in line with National |
| Year 2 retakes | 66.7% | 33.3% | 50.3% | 58.7% | FSM below Kent FSM not in line with National |
| Key Stage 1 data | | | | | |
| Reading expected + | 70% | 30% | 50.7% | 68.3% | FSM below Kent FSM not in line with National |
| Reading – greater depth | 20% | 20% | 7.7% | 18.8% | FSM above Kent FSM above National |
| Writing Expected+ | 61.7% | 30% | 41.1% | 60.1% | FSM below Kent FSM not in line with National |
| Writing greater depth | 10% | 0% | 2.3% | 8.2% | FSM just below Kent FSM not in line with National |
| Maths | 76.7% | 30% | 54.1% | 70.4% | FSM below Kent |

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|-----------------------|-------|-------|-------|-------|---|
| Expected + | | | | | FSM not in line with National |
| Maths greater depth | 15% | 10% | 5.7% | 16.3% | FSM above Kent FSM not in line with National |
| Key Stage 2 data | | | | | |
| RWM expected + | 61.7% | 25% | 39.1% | 59% | FSM below Kent FSM not in line National |
| RWM greater depth | 13.3% | 0% | 2.7% | 8% | FSM below Kent FSM not in line with National |
| Reading expected + | 81.7% | 62.5% | 56.9% | 73% | FSM above Kent FSM not in line with National |
| Reading greater depth | 36.7% | 25% | 16.3% | 29% | FSM above Kent FSM not in line with National |
| Writing expected + | 81.7% | 62.5% | 56.4% | 71% | FSM above Kent FSM not in line with National |
| Writing greater depth | 26.7% | 0% | 5.3% | 13.3% | FSM below Kent FSM not in line National |
| SPAG expected + | 73.3% | 62.5% | 50.5% | 72% | FSM above Kent FSM not in line with National |
| SPAG greater depth | 23.3% | 0% | 12% | 30.1% | FSM below Kent FSM not in line National |
| Maths expected + | 65% | 25% | 51.8% | 73% | FSM below Kent |

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|---------------------|-----|----|------|-------|---|
| | | | | | FSM not in line National |
| Maths Greater depth | 25% | 0% | 9.8% | 23.8% | FSM below Kent FSM not in line National |

Summary Evaluation

1. The pupils with SEND significantly impact on the performance data.
2. Early Years – the FSM pupils perform well against the National data in all areas except Maths
3. Year 1 Phonics, the school achieves higher than FSM pupils in Kent.
4. Year 2 FSM pupils reading at greater depth, the school achieves better than national data and Kent FSM pupils.
5. Year 2 – maths greater depth, the school achieves more than Kent FSM pupils.
6. Year 6 FSM pupils achieve more than Kent FSM in
 - a. Reading expected +
 - b. Reading greater depth
 - c. Writing expected +
 - d. SPAG Expected +

Key areas to work on within the school improvement plan are;

1. Maths especially in the Early Years, Year 2 greater depth, Year 6 expected level and greater depth
2. English areas of development are:
 - a. In Year 2, the areas for development are reading and writing expected + and greater depth for writing as well as the retakes
 - b. In Year 6, the focus on greater depth for writing and SPAG for PP pupils.
3. Ensure the school matches the needs of all PP pupils especially PP pupils with SEND
4. Continue to Improve personal development of all PP pupils
5. Continue to improve attendance
6. Continue to improve parental engagement

These development areas are in line with the school improvement plan.

- a. The school has identified the needs of the pupils which are the same areas of development for the PP pupils
- b. For individual PP pupils progress needs to relate to their SEND needs

The school is going to work with other schools as part of the Gravesham Learning Partnership to ensure progress for all pupils especially the PP pupils.

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 reading 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 phonetic 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 reading, writing and maths outcomes 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 wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations using the Leuven Scales • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Alongside rigorous monitoring of attendance through weekly meetings, sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • 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%. • No pupil to be persistently absent without strong evidence whether the pupils are disadvantaged or not. |

Total allocation for 2023 - 2024= £103,417.50

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>Learning</p> <p>Increase the number of Pupil Premium Pupils achieving Age Related Expectations and Pupil Premium children working at Greater Depth by :</p> <ul style="list-style-type: none"> · Accelerate learning of all Pupil Premium Pupils from their starting point in all areas of the curriculum. · Foster and promote a 'love of maths' for all of our Pupil Premium Pupils and continue to embed the love of reading | <ul style="list-style-type: none"> • Embed the approach that PP pupils make links, notice patterns and see connections in Maths. • Talk for maths | £18,000 |
| | <ul style="list-style-type: none"> • Enhance the mastery of the teaching of reading by using a coherent approach • Ensure the Phonics groups in KS1 and KS2 demonstrate effective progression | £3,000 |
| | <ul style="list-style-type: none"> • Embed the new Progression in Writing Approach incorporating the writing and SPAG eg writing over two days | £3,000 |
| | <ul style="list-style-type: none"> • Through teaching and learning: <ol style="list-style-type: none"> 1. Accelerate the progress for all pupils and monitor the effective learning of all the vulnerable groups. 2. Ensure the effective use of the Catch-Up funding especially using tailored tuition if appropriate | £8,000 |
| <p>Teaching</p> <ul style="list-style-type: none"> · Teachers to have a clear, detailed understanding of the needs of our Pupil Premium Pupils through early identification and removing any barriers to learning. | <ul style="list-style-type: none"> • Focus on targeted support for pupil premium and SEND children across the curriculum – effective use of the provision map and matching the intervention effectively to the needs of the pupil. Identify and remove the barriers to learning | £15,000 |

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| <ul style="list-style-type: none"> Teachers to ensure the curriculum has a clear focus on disciplinary knowledge and connecting themes across the units of work Teachers to provide quality teaching for all pupils including Pupil Premium Pupils. | <ul style="list-style-type: none"> Teach the new curriculum with the emphasis on disciplinary knowledge so that the pupils can verbalise their learning | £9,000 |
| | <ul style="list-style-type: none"> Introduce the new Teaching Learning Policy in line with the Rosenshine's 10 principles with teachers and Tas – 4th Sept IN-SET Day with a focus on PP pupils | £22,000 |
| <p>Personal Development</p> <ul style="list-style-type: none"> To support the mental health and wellbeing of all of our Pupil Premium Pupils. Enhance the understanding of diversity and cultural capital of Pupil Premium Pupils Enhance parental engagement Ensure all of our Pupil Premium Pupils have opportunities to develop skills in our 6 core curriculum values—curiosity, independence, resilience, challenge, self-motivation and inspiration. | <ul style="list-style-type: none"> Enhance the work of the Pastoral team with a focus on PP pupils Increase the number of trips to develop cultural capital in New Ash Green and beyond- creating a more community feel for their village eg visits to the local library , the village and beyond Increase the attendance of parents at the variety of parental support strategies eg Stay and Learn, Family Focus Group, Parent Well- being Group 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 Financial support for families eg breakfast club, trips uniform bedding | <p>£4,000</p> <p>£5,000</p> <p>£5,000</p> <p>£5,000</p> <p>£3,000</p> |
| <p>Attendance</p> <ul style="list-style-type: none"> To improve the attendance for Pupil Premium Pupils. | <ul style="list-style-type: none"> Attendance surgeries to meet once a term to immediately react to attendance and lateness | £2,000 |
| | <ul style="list-style-type: none"> Ensure the school collates the views of parents/carers and pupils and implement their ideas effectively | £1,417.50 |

