





# PUPIL PREMIUM REPORT 2021/22

**RAWMARSH ASHWOOD  
PRIMARY SCHOOL**

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 01709 710847 **HEADTEACHER:** Mrs H Marshall





# Pupil Premium Strategy Statement

2021 - 2022

# Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Rawmarsh Ashwood Primary
Number of pupils in school	184 FTE
Proportion (%) of pupil premium eligible pupils	32% 59 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	
Pupil premium lead	H Marshall
Governor / Trustee lead	H Walker

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,180 for 44 children We currently have 59 children on our PP list
Recovery premium funding allocation this academic year	£7,105
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	<b>£66,285</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Rawmarsh Ashwood Primary School is committed to enabling all pupils to achieve to the best of their abilities. We have designed a curriculum that has four clear intentions. These intentions will also form the basis of our Pupil Premium Strategy and will be developed during and beyond the school day:

1. To remove barriers to learning
2. Develop knowledge and skills for learning in a range of subjects
3. Develop personal attributes
4. Enrich students' experiences and broaden horizons.

As part of Wickersley Partnership Trust, as a group of schools we recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals. The available evidence suggests that the amount of parental investment in the early years is the important resource and this is not always closely linked to family income or parental education. Impoverishment is not so much about the lack of money as it is about the lack of cognitive and non-cognitive stimulation given to young children. We therefore reserve the right to allocate Pupil Premium funding to support any child the school has identified as being socially disadvantaged and at risk. Our allocation of funding is based on a large body of research in social science, psychology and neuroscience including the Educational Endowment Foundation (EEF). We intend to invest in the developmental growth of at-risk children through main programs of development.

### **Our context; barriers to learning for our disadvantaged children:**

Our PP children do not have the opportunity to read widely at home. Many of them through pupil voice have shared that they have limited access to books, few models in the home that read books and have limited knowledge of nursery rhymes or traditional stories on entry to school. Some parents do not have the resources or skills to support reading in the home or the time. As a result, the levels of language, phonics and listening for these children are very low. Our children are also generally more at risk of being dysregulated and/or lacking in self-esteem and a positive opinion of themselves. Some do not have stable or secure positive relationships within the home. As a result, children are not often ready to learn when they arrive at school and some find routines or expectations difficult. Some families of our PP children have low aspirations and may not work or aspire to do so – the children see little beyond their own home and street and have very limited experiences or enrichment. Some families work via low income jobs and anti-social hours, this can lead to disrupted home routines or late nights for the children. PP children do not easily verbalise aspirations or identify what these could be, based on their strengths, and therefore they do not easily recognise how they 'fit' into the future world of work and adulthood.

## Challenges

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

Challenge number	Detail of challenge
1	<p>There is a slightly above average number of children eligible for the Pupil Premium Grant at Ashwood Primary School. We have found that there are several barriers to learning that can limit the progress, engagement and development of our children.</p> <ul style="list-style-type: none"> <li>• Literacy and language acquisition – particularly in the early years</li> <li>• Oracy</li> <li>• Vocabulary and understanding of vocabulary</li> <li>• Low parental aspiration</li> <li>• Lack of understanding of social situations on entry – this is in part due to the fact that children enter school at F2 from varied settings</li> </ul> <p>This in turn, can make it difficult for children to access the whole curriculum.</p>
2	<p>Our children often lack life skills which develop into aspiration and ambition and key personal attributes that help them have a happy and successful life. They lack environmental experiences that allow them to question the world around them. This leads to lack of independence, responsibility and resilience. They find it difficult to articulate their life goals and have a limited understanding of how they would achieve these.</p>
3	<p>We acknowledge that not all pupils have access to stimulating environments and activities that can have an impact on attainment, self-esteem and motivation.</p>

## 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
<p>1. To develop literacy and language acquisition, oracy and vocabulary skills in order to be as able and as qualified as possible to succeed beyond time at school.</p>	<ul style="list-style-type: none"> <li>• Raise attainment and narrow the gap for low attaining children in all years and those not making expected progress in Reading, Writing, Maths and Phonics. This will be measured through the analysis of end of year data for the next 3 years.</li> <li>• Increased percentage of children working at expected standard across all year groups</li> <li>• Through catch up funding, children will have access to daily reading sessions focused on phonics and/or fluency through the Herts fluency project</li> </ul>
<p>2. To develop personal attributes, life skills and aspirations of our children</p>	<ul style="list-style-type: none"> <li>• Children will demonstrate the 'Ashwood Way'</li> <li>• Children will talk confidently about their aspirations and have an understanding</li> </ul>

	<p>of the route they need to take to achieve these.</p> <ul style="list-style-type: none"> <li>• Children will be engaged with our Ashwood Pledges and show that they are progressing through each stage.</li> <li>• Pupils will be able to articulate their goals, including the knowledge and learning needed for this.</li> <li>• Pupils will experience life skills through our curriculum offer and be able to articulate how they will be useful to them</li> </ul>
3. To enrich students' experiences and broaden horizons	<ul style="list-style-type: none"> <li>• Children access educational visits through financial support</li> <li>• Children access residential visits through financial support</li> <li>• Children have access to a range of extra-curricular provision within and beyond the school day</li> <li>• Raise attainment by increasing engagement</li> <li>• Improve attendance and lower persistent absence</li> <li>• Children will be engaged in our Pledge programme and show that they are progressing through each stage</li> <li>• Children will support their community and engage in community-based activities to enrich their experiences</li> <li>• Children and families will have access to specific support when they need it – ELSA, bereavement support, support with their mental health – through our learning mentor or signposted support.</li> </ul>

## 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: £9,788

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Teaching Assistants <ul style="list-style-type: none"> <li>• TAs are given time to work 1:1 with</li> </ul>	<b>Making the Best Use of Teaching Assistants (EEF)</b> - Use TAs to add value to what teachers do.	Challenge 1 Challenge 2

<p>children to go over any misconceptions or pre-teach so gaps in knowledge are filled. (1 hr per week x 6 classes – £2340)</p> <ul style="list-style-type: none"> <li>• TAs support oracy and speech and language in Early years and KS1 following SALT input. (0.5 £9593)</li> <li>• TAs and class teachers focus questioning and feedback on disadvantaged children in order to support and deepen understanding and build confidence</li> </ul>	<p>Use TAs to help pupils develop independent learning skills and manage their own learning.</p> <p>Use TAs to deliver high quality one-to-one and small group support using structured interventions.</p> <p>Provide tutoring support from teachers and TAs from catch up funding</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £13,573 from PP funding – extra – £5623 from budget - £19,196. £7,105 – catch up funding for Y6 tutoring and fluency tutoring.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Trained Teaching Assistants used to deliver targeted interventions across school through the use of;</p> <ul style="list-style-type: none"> <li>• Read, Write Inc</li> <li>• Bug club</li> <li>• Wellcomme</li> <li>• Herts for Learning Reading Fluency Project resources</li> <li>• SALT programmes</li> <li>• Aspects identified by YARC reading assessment</li> </ul>	<p><b>Small group tuition (EEF)</b>- Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p> <p><b>Phonics (EEF)</b>- Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><b>Reading Comprehension Strategies (EEF)</b>- Very high impact for very low cost based on extensive evidence</p>	<p>Challenge 1</p> <p>children in the bottom 20% of readers – including 21 PP children – small group/individual intervention to catch up phonics knowledge gaps, develop fluency and sight recognition. TA £8,550</p> <p>Small group/individual support for comprehension skills TA £7,125</p>

		1:1 reading by SMSA – 15 minutes daily - £3221
<p>Y6 Booster Classes delivered by Teaching and Teaching Assistant</p> <p>Support disadvantaged children with gaps in arithmetic knowledge and writing to apply skills confidently – 1 session of tutoring per week from a teacher – October 2021- May 2022</p> <p>•Pupil premium children have the opportunity to read daily and have access to tutoring to improve fluency at least 3 times a week. (Employ 3 support staff as tutors for an hour each day – using catch up funding)</p>	<p><b>Small group tuition (EEF)</b> Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p>	<p>Challenge 1 Challenge 2</p> <p>15 children – 1 LAC, 8PP</p> <p>Groups of 4 – 6 children from Y2, 3, 4, 5 – fluency intervention</p>
<p>Online learning subscriptions to be provided for all children for maths and English.</p>	<p><b>Online Learning - (EEF)</b> evidence suggests that there is a positive impact on learning through technology. Simply having the technology in place is not enough. The programmes need to be used in a structured way and integrated into the school systems and procedures.</p> <p>TT Rockstars / Numbots £200 White Rose Premium £100</p>	<p>Challenge 1</p> <p>All children (44 PP)</p>
<p>All children in EYFS to be screened by speech and language and identified for additional interventions as required.</p>	<p>Almost 10% of disadvantaged pupils have been identified as requiring additional speech and language interventions. This screening needs to be accurate and timely with recommendations made by a professional SALT.</p>	<p>SALT interventions delivered – 14 children identified by SALT – daily intervention by TA</p>



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

Budgeted cost: £33,817

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for educational visits - 44 x £50 = £2,200 Financial support for residential visit – 11 x £80 = £880	Subsidised visits for educational visits	Challenge 2 Challenge 3
Financial support for after school clubs organised by John Bell 44 x £5 = £220	Children taking part in after clubs EEF	Challenge 2 Challenge 3
Improving attendance through rigorous monitoring and celebration <ul style="list-style-type: none"> <li>• Daily contact</li> <li>• Home visits</li> <li>• Attendance panel meetings</li> <li>• Support meetings with families</li> </ul>	Improving school attendance: support for schools and local authorities (DfE) Rewards for attendance - £500 plus cost of learning mentor wage	Challenge 2 Challenge 3
Targeted work with the learning mentor – nurture, play therapy, bereavement, safeguarding meetings and 1:1 work, bereavement – so that children are able to access learning more effectively.	Small group work supporting children's emotional development	Challenge 1 Challenge 2 Challenge 3
ELSA provision	1:1 support for children needing emotional support	Challenge 2 Challenge 3
Parental support	Support for parents to support their children's learning, behaviour, attendance and mental health	Challenge 1 Challenge 2 Challenge 3

**Total budgeted cost: £9,788, £19,196, £33,817, £7,105 from catch up funding = £69,906**



## 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 2020 to 2021 academic year.

1) *To improve standards and outcomes in English and Maths so that children achieve more in line with children nationally:*

- Teacher Assessment in Y6 showed the following increases in performance from 2019 (last published national data) – Reading – 71% (increase of 18%) Writing – 67% (increase of 4%) Maths – 79% (increase of 22%) EGPS – 83% (increase of 33%)
- Teacher Assessment in Y2 showed the following increases in performance from 2019 (last published national data) – Reading – 64% (increase of 1%) Writing – 68% (increase of 22%) Maths – 72% increase of 15%
- Phonics results – current Y2 88%. Current Y3 93% passed screen in 2021

2) To improve the attendance of specific Pupil Premium families

- Despite the covid pandemic we were able to secure the attendance of our Pupil premium children either by being in school or virtually attending lessons. Virtual attendance was at least 95% in every class from January to March 2021 for online lessons.
- Children who did not attend were called by the learning mentor at least twice a week for welfare calls and class teachers kept a daily register of attendance for virtual lessons.

3) To improve the consistency of good or better teaching and learning so that PP children close the gap with their peers:

- Monitoring of the quality of teaching across the school and tracking of pupil progress has evidenced that gaps between school and national closed and pupils continue to achieve and know more. Targeted pupils demonstrate accelerated progress in their interventions. Effective teaching of phonics and early reading in KS1 has resulted in high phonics scores in 2021. Where language and speech has been targeted these children also show improve literacy, language and phonics skills in the last year. TAs and teachers monitor progress in lessons and evidence in books and learning walks shows that they intervene to ensure any misconceptions are dealt with swiftly. The quality of teaching is now good across the school.

4) The learning mentor will work with families to identify bespoke support according to need.

- Attendance remained high despite covid
- Children were given bespoke support to ensure any anxiety around being in school or transition through covid had the least possible impact on the children's mental health and wellbeing
- Daily active lessons engaged children in physical activity which improved engagement, confidence and well-being.
- ELSA and nurture provision continued through lockdown in school for those that needed it.
- Safeguarding had the highest priority and children were supported and visits made to homes.

## 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
N/A	

## 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?	

**Further information (optional)**

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