



Ashleworth C of E Primary School

Pupil Premium Report

September 2020 – July 2021

Summary Information					
School	Ashleworth c of E Primary School				
Academic Year	2020 - 21	Total PP Budget	£12,105	Date of review	July 2020
Total number of pupils	27	Number of eligible pupils	9	Date of next review	July 2021

Some barriers that are being overcome at Ashleworth C of E Primary School

For pupils who qualify for pupil premium in our local context, some potential barriers to learning include the following:

- Financial restraints
- Access to larger groups of peers
- Access to activities that may not be provided locally
- Aspiration for educational success and parental engagement
- Need for healthy lifestyle choices / increased physical activity
- Poor attendance and punctuality
- Emotional and well-being needs during and following lockdown

Desired Outcomes:

Desired outcomes and how they will be measured	Success criteria
Pupils engage in a range of enrichment/extra-curricular activities	<ul style="list-style-type: none"> • Residential trips funded • Swimming tuition funded (if able to offer) • School trips funded (Summer 2021) • Sports club and holiday provision funded • PP pupils have the same experiences as non PP pupils • PP pupils have opportunities to participate in a range of arts based learning activities

<p>Any gaps in reading, writing and maths to be closed to ensure pupils make expected or better progress</p>	<ul style="list-style-type: none"> • PP pupils to make, at least, expected or better progress • PPM focus upon progress and provision for PP pupils • Targeted support and intervention for PP pupils not making expected progress • PP pupils fully understand their successes and their next steps in learning • External agencies are used to support pupils • 1:1 and small group interventions in place • High quality resources to support teaching and learning • Opportunities for PP pupils to apply skills across curriculum making full use of the whole school environment and beyond
<p>PP pupils have improved concentration and engagement</p>	<ul style="list-style-type: none"> • Targeted pupils understand importance and impact of healthy lifestyles on learning • Concentration and learning behaviours are improved • Teachers report that targeted pupils have improved focus, memory and retention of information.
<p>Emotional and well-being support is available for pupils when needed and particularly following lockdown</p>	<ul style="list-style-type: none"> • Staff awareness and understanding of indicators and strategies to support pupils is improved • PP pupils are able to access emotional and well-being support at point of need • PP pupils have access to range of technologies to support home learning should a local lockdown occur • Play Therapy used to support identified pupil/s

Actions

Desired outcome	Approach/action	Rationale	Implementation
Pupils in engage in a range of enrichment/extra-curricular activities	School to fund range of school based and extra-curricular activities including access to holiday sports clubs	PP pupils have access to and opportunity to experience same experiences as non PP pupils. More PP pupils are accessing provision during school holidays.	Jan 2021 onwards Led by MK & GS Funding activities for PP pupils. Discussion options with parents
Any gaps in reading, writing and maths to be closed to ensure pupils make expected or better progress	CPD on meeting needs of all learners.(English and maths focus) SENDCO to provide targeted support Ed Psych visits 1:1 support and small group intervention High quality resources purchased Tracking progress and aspirational targets	Personalised learning in place SENDCO provides specialised support in designing and monitoring interventions including training and deployment of TAs Individual needs are addressed	SENDCO to provide training and support for all staff. PP focus at PPMs Planning clearly identifies PP pupils and actions to support their learning. Targeted staff hours to regularly hear PP pupils read – focus upon accuracy and fluency
PP pupils have improved concentration and co-ordination	Fizzy Programme – Summer 2021	PP pupils have access to 1:1 support SENDCO to support staff in using range of strategies to facilitate and enhance learning.	GS to lead Fizzy Programme – Summer 2021 SENDCO to provide ongoing support with improving self-esteem and focus upon building learning skills and resilience
Emotional and well-being support is available for PP pupils when needed	CPD for ALL staff on symptoms of and approaches to support pupils SENDCO/PP Lead to oversee Staff support as required	PP pupils have access to support if needed	CPD – Sept 2020 ELSA training for 1 TA – programme implemented from Feb 2021 Parents signposted to support, if required

How much Pupil Premium did we receive for the 2019 - 20 financial year?

Funding Type	Pupils	Total
Pupils currently in receipt of Free School Meals or Ever 6	6	£8,900
Total		£8,900

How was the money spent during the 2019 - 20 academic year?

PUPIL PREMIUM EXPENDITURE	
Resources to enhance/inspire reading for pleasure	£500
Music tuition to increase access for all pupils	£600
Fizzy Programme/wellbeing sessions	£1,250
Trips and residential to increase access for all pupils	£400
Qualified Teacher support/SENDSCO for targeted support and QFT	£2,900
1:1/small group support (TA) targeted support and QFT	£3,000
Extra-curricular activities to increase equality of opportunities for all	£250
	£8,900

What was the impact of the spending?

Qualified Teacher Support from SENDSCO/Pupil Premium Lead	
A qualified teacher has worked alongside the class teachers to enhance Quality First Teaching. Pupils identified as being more able are receiving targeted intervention.	
Objective(s): To enhance the quality of teaching and learning. To accelerate the progress of pupils and close attainment gaps.	Impact: Quality First teaching has been enhanced; strategies to modify and enhance learning for PP children are in place. In KS1, there is a focus upon practical activities to facilitate learning. Planning identifies direct teaching of PP pupils

Booster Groups and 1-2-1 tuition	
Targeted support has been given to individual pupils with reading, writing and maths skills. These personalised programmes have been developed by our SENDSCO.	
Objective(s): To accelerate progress and close attainment gaps in reading, writing and maths.	Impact: Booster group and 1:1 support has accelerated progress towards personalised targets. Evidence has been provided at Pupil Progress Meetings and assessments completed in March 2020.

Reading materials

To provide a range of high quality reading materials.

Objective(s):

To ensure learners have access to a range of high quality reading materials that are appropriate to their age and stage of reading development.

Impact:

The pupils are enjoying the new materials and pupil conferencing shows that attitudes towards reading have improved; particularly amongst boys. Breadth and range of available texts has improved. Increased opportunities provided for ALL pupils to receive additional reading sessions in school. Parental engagement with home reading remains a barrier for some pupils.

Extra-curricular activities and trips

Use of funding to allow pupils to access wider range of activities and to increase contact with other peers, through trips, extra-curricular activities and residential.

Objective(s):

To enhance life experiences and to extend breadth of opportunity.
To increase contact with larger group of peers.

Impact:

5 PP pupils are accessing holiday clubs and after school sports clubs.
No residential due to lockdown

SENDCO support

Qualified SENDCO who provides training for Teaching Assistants, oversees strategic leadership of SEND and secures the support of outside agencies.

Objective(s):

Meeting the needs of vulnerable learners and accelerating progress.
Providing targeted support and intervention for pupils.
Removing barriers to learning.

Impact:

The needs of learners are identified and are being met.
Additional, bespoke programmes of support are in place. These are rigorously monitored and adapted to ensure maximum impact. All pupils have made progress against individual targets.

EYFS outdoor resources

To ensure a positive start to schooling through a well resourced, high quality provision for EYFS. Build strong engagement to learning for all pupils.

Objective(s):

Ensuring continuous provision is provided for all aspects of EYFS curriculum. Opportunities are provided for pupils to initiate learning and to display preferences

Impact:

Observations show that pupils are choosing to use range of resources provided. Pupils show improved responsibility and ownership of learning (March 2020)

Educational Psychologist

Access to the specialist expertise of an Educational Psychologist to support formal assessments of pupils and liaised closely with staff, parents and the pupils.

Objective(s):

To identify and explore specific barriers to learning.
To acquire specialist advice on the best ways of accelerating the progress of specific learners.

Impact:

Formal assessments completed, barriers identified and strategies to overcome barriers have been suggested. Parents fully involved. The specialist advice has been thoroughly acted upon and teaching and learning approaches have been further personalised for these pupils.

PE intervention

Gary Sutton to deliver 'Fizzy Programme'

Objectives:

To develop movement and co-ordination skills ensuring full access to PE curriculum
To increase physical activity in a fun way.

Impact:

Tracking shows progress in identified areas. Observations in lessons show improved engagement and participation. 4 pupils have received intervention and targeted for attendance at holiday clubs.

PP pupils lead well-being sessions with whole school (March 2020)

If you require any further information regarding our Pupil Premium funding and outcomes, please contact Michelle Kelly.