



3 Year Pupil Premium Strategy Statement 2021 - 2024

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	Ashford Oaks Community Primary School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	01 September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Phil Chantler
Pupil premium lead	Phil Chantler
Governor / Trustee lead	Ann Beaven

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£290,140
Recovery premium funding allocation this academic year	£35,039
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£325,179

Part A: Pupil premium strategy plan

Statement of intent

At Ashford Oaks, we pride ourselves on our ethos: we are a loving family of learners and want the best for all children, including those that are disadvantaged. There are many strategies we have for tackling educational disadvantage. We are lucky enough to have a class based teacher and TA in every class so that we are able to run interventions. We invest in a Pastoral Support Team to help tackle social, emotional and well-being difficulties. As our youngest children in the school present with speech and language problems when they enter Nursery and Reception, we have dedicated speech and language specialists within the school as well as in our community. We also have strong links with a local charity 'Uprising Youth and Community' which aims to support young people, families, and communities facing significant challenges. They currently work with the school to run 'Project Purple' which looks at improving local areas for all families to access and enjoy. There are several ways that we try to help families that are struggling financially: we subsidise school trips and residentials, we help parents access 'Fareshare' and there is also emergency funding available if required.

Challenges

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

Challenge number	Detail of challenge
1.) EYFS Levels	Low levels on entry too EYFS – especially in communication, language and literacy
2.) Literacy & Numeracy	Poor literacy & numeracy skills from Baseline data which then impacts on attainment at End of KS1 and KS2
3.) Experiences	Disadvantaged children are not exposed to a broad range of experiences
4.) Resilience	Lack of independence and resilience which impacts on well-being
5.) Parental Engagement	Due parents not being allowed into the school during the pandemic, engagement has decreased
6.) Attendance & Punctuality	Linked to anxiety following the pandemic and non-challenge of incidents by parents

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
EYFS Outcomes will be improved	GLD results will improve
Literacy and numeracy skills will be improved	End of KS1 & KS2 results will improve and be in line with national data
Children will be provided with a broad curriculum and exposed to more experiences	Children will be more inquisitive and eager to learn
Children's wellbeing and behaviour for learning to be improved	Children will be independent and resilient and regulate their emotions more effectively
Parental Engagement will improve	Parents will be involved in their children's learning by attending workshops, parent voice, community events and parents evening will move away from being virtual
Attendance & Punctuality will improve	Children will attend school and arrive on time, ready to learn having been fed. Breakfast club will be made available to children who often arrive late without having breakfast.

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: £281,484

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EYFS outcomes will be improved</p> <ul style="list-style-type: none"> • Further develop quality first teaching – Phonics Lead to re-invigorate teaching of RWi. • Phonics workshop for parents. • Continue to promote Oracy throughout the school. • SALT interventions. 	<p>Evidence suggests that quality first teaching emphasises high quality, inclusive teaching for all pupils. Regular and specific feedback to staff in terms of RWi will ensure they continue to develop their teaching of phonics.</p> <p>By holding a workshop, parents will understand the importance of phonics for their child’s development.</p> <p>Evidence suggests that children need a strong foundation in oral skills before they can begin to develop their reading and writing.</p> <p>Language Link assessments are carried out to identify children with speech, language and communication needs. A dedicated HLTA and TA will carry out specific interventions.</p>	<p>1</p>
<p>Literacy and numeracy skills will be improved</p> <ul style="list-style-type: none"> • Phase Leaders to identify PP children that need specific interventions through the use of Pupil Progress Meetings. • Further develop quality first teaching. 	<p>Targeted interventions will help reduce the attainment gap between PP and non PP children.</p> <p>Evidence suggests that quality first teaching emphasises high quality, inclusive teaching for all pupils.</p> <p>Evidence suggests that children need a strong foundation in oral skills before they</p>	<p>2</p>

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<ul style="list-style-type: none"> • Continue to promote Oracy throughout the school. • Implement new reading scheme – Destination Reader. Lead staff to attend training and roll out to rest of the school. • Big Maths to be relaunched to promote fluency of number skills. • After school tutoring for identified Y6 children. 	<p>can begin to develop their reading and writing.</p> <p>To raise attainment in reading and encourage a love of reading – engagement at home for some is poor. Links are made with oracy which will in turn improve oracy outcomes for all children. To improve End of KS1 & 2 results.</p> <p>To raise attainment in maths and improve End of KS1 & 2 results.</p> <p>To close the gap and improve End of KS2 results.</p>	
<ul style="list-style-type: none"> • Children will be provided with a broad curriculum and exposed to more experiences. • Restructure and implement a Curriculum based on concepts to create a broader learning experience. • Subsidise school trips. 	<p>Develop Curriculum in line with new OFSTED guidance.</p> <p>To ensure children did not miss out on opportunities due to financial circumstances.</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation (EEF).</p>	3, 4, 6
<ul style="list-style-type: none"> • Children’s well-being and behaviour for learning will be improved. • Effective behaviour policy with high expectations. 	<p>Children need to have clear boundaries and structure in order for them to be able to thrive.</p> <p>Children need to be emotionally ready to learn in order to make accelerated progress.</p>	4

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<ul style="list-style-type: none"> Regular mindfulness sessions to be delivered to all classes. 		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £14,445

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise aspirations for more-able PP children.</p> <p>After school tutoring sessions with Highworth students to improve verbal and non-verbal skills.</p>	<p>Children will be identified through CAT testing and offered weekly sessions to give them an idea of skills they could learn if they were to attend a Grammar School.</p> <p>Evidence provided by the Education Endowment Foundation suggests that 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>	2

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

Budgeted cost: £29,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance & Punctuality rates will improve.</p> <p>PST to put into place a clear action plan to tackle attendance and punctuality – door knocks, personalised action plans, free breakfast club, termly correspondence re: %</p>	<p>It is important that parents/carers are challenged on attendance and punctuality as this impacts directly on the children's attainment.</p> <p>In 'Supporting the attainment of disadvantaged pupils; Articulating success and good practice' the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also</p>	1, 2, 6

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	<p>allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust as necessary. This is far more effective than general approaches to improving attendance and requires strong and determined leadership.</p> <p>Evidence provided by the Education Endowment Foundation (EEF) found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 with moderate to low security. An impact on attainment was not seen for pupils in Key Stage 2. Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance.</p>	
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Total budgeted cost: £325,179

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

1. EYFS outcomes will be improved

42% of Pupil Premium children achieved Early Learning Goals in Literacy and Numeracy.

2. Literacy and numeracy skills will be improved.

	Pre-Covid 2019-2020 Pupil Premium	Pre-Covid July 2019-2020 Not Pupil Premium	July 2020-2021 Pupil Premium	July 2020-2021 Not Pupil Premium
Reading	52%	63%	67%	77%
Writing	34%	50%	65%	78%
Mathematics	57%	68%	73%	84%

3. Children will be provided with a broad curriculum and exposed to more experiences

During lockdown we continued to provide a full curriculum for all pupils. The provision of Summer School was focussed on providing enhanced cultural curriculum experiences for Pupil Premium children.

4. Children's well-being and behaviour for learning will be improved

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Most vulnerable children returned during lockdown and their high attendance at Summer School 85 out of 164 with 34 of these

5. Attendance and punctuality rates will improve

Attendance 2020-21

90.6% Pupil Premium

95.5% Not Pupil Premium

6. To raise aspirations for more able PP children

25 Pupil Premium children attended our Aim High after-school club. Of these six sat the Kent Test. One of these was successful.

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
None	NA