

Pupil premium strategy statement – High Ash CE School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	257
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	30.9.24
Date on which it will be reviewed	1.10.25
Statement authorised by	Kate Goodger, HT
Pupil premium lead	Kate Goodger, HT
Governor / Trustee lead	Jemma Clamp

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,240
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£1,305
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£57,590

Part A: Pupil premium strategy plan

Statement of intent

We are ambitious for all of our children and are proud of our success in supporting children eligible for pupil premium funding. Our data and other diagnostic tools show us that whole school initiatives that support high quality first teaching as well as personalised pastoral support have had the biggest impact on outcomes and this underpins our current and previous PPM strategy.

Based on our previous impact to date and needs of our children, then our strategy for this academic year has these key themes:

1. To ensure they are able to attend school fully.
2. To prioritise reading and language development so that PPM children and those needing reading support are given the best chance to access the curriculum and express themselves in line with their peers.
3. Through establishing stronger links between reading and writing, to ensure that our PPM children are able to record their thoughts and learning through writing.
4. To ensure their well being is catered for so that they are confident, independent learners and feel supported to achieve and can report that they have self-belief and improves self-esteem.
5. To ensure they have the necessary information, experiences and cultural capital to access the curriculum and succeed in line with their peers with equal opportunity and access to the wider curriculum

Challenges

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

Challenge number	Detail of challenge
1	To ensure all children are able to attend school even if they are not eligible for school transport as they are not yet 5. School to provide school transport.
2	To ensure every child has fair and wide access to range of high quality reading material and the opportunity to be exposed to rich vocabulary. To have the time to read regularly to other adults and have texts read to them to develop fluency, vocabulary and comprehension.

3	We have identified a significant majority of our Pupil Premium children who need support with resilience and developing self-esteem which acts as a key barrier to their learning.
4	We have identified that a significant majority of our Pupil Premium children need the opportunity to access information, wider extra-curricular opportunities and the cultural capital to ensure they are best placed to fully access the curriculum and also be prepared for the next stage of their education.
5	We identified that many of our PPM children are reluctant writers and do not enjoy the experience of writing either through struggling to think of ideas to write or the mechanics of actually forming sentences.
6	We have identified that some of our PPM children are struggling with to have a good understanding of number and without that foundation children struggle to move onto more abstract concepts
7	We have identified that 15% of children with pupil premium are monitored for attendance and we wish to continue to ensure we support their families in ensuring they attend school regularly

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
Attendance data for PPM children shows improvement and there is a reduction in PPM children attendance causing concern	Children are in school daily. Daily, weekly and monthly attendance tracking is monitored and shows improvements that are sustained.
All Pupil Premium children will have achieved or exceeded their end of year reading target, writing target and maths target. All pupil premium children will be able to understand and use new vocabulary when discussing new knowledge learnt	Monitoring shows that these children are all reading with increased fluency (speed and accuracy) and comprehension has also improved Reading interventions are being delivered effectively and regularly Monitoring shows that children can discuss books they have read. Reading books are pitched appropriately to their reading level and matched to phonics Monitoring shows they are able to fully access Guided Reading Pupil voice shows that they are able to understand a greater range of vocabulary Pupils are able to demonstrate a love of reading and are reading regularly and often. Monitoring shows that children are writing more and are feeling confident to write by

	<p>reducing cognitive load and following the I am a Clever Writer approach.</p> <p>Children's fluency with number has improved following daily fluency sessions.</p>
<p>Target pupil premium children are able to demonstrate improved resilience and improved self-esteem</p>	<p>Pupil voice/work in books/ discussion with teachers/parents and agencies working with these children demonstrate that individual targets have been achieved</p> <p>Children are more motivated to learn and show this in their learning through coping with challenges appropriate to them.</p>
<p>Increased participation of PPM children in wider curricular activities to develop life experiences and cultural capital in line with their peers</p>	<p>Tracking shows that the identified children have been able to access wider opportunities and experiences without financial or logistical barriers getting in the way</p>

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:£17,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>I am a Clever Writer training for all teachers and learning support assistants</p>	<p>IAACW approach supports all pupils as stated in this Ofsted report:<i>All pupils are making rapid gains from early years onwards, including pupils with special educational needs and/or disabilities and those for whom English is an additional language. This includes in writing, where they have made rapid improvements this year after low standards and progress in in previous years.</i>"</p>	<p>2 and 3</p>
<p><i>Mastering Number</i></p>	<p>NCETM state that by following this programe children will develop solid number sense, including fluency and flexibility with number facts, which will have a lasting impact on future learning for all children.</p>	<p>6</p>

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £22,838

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support staff to carry out additional interventions reading, writing and maths</i>	Research shows that children need regular opportunity to apply knowledge and skills to develop automaticity in reading	2,5,6
<i>Additional Phonics support/interventions</i>	Phonics is the key to reading	2
<i>On-going purchase of RWI phonics books and resources lined to reading and updated library books and class novels/high quality texts for reading in class/guided reading</i>	Importance for language development and reading	2
<i>Pre and post learning sessions where needed focusing on reading/writing/maths</i>	Ensures that we continue to deliver quality first teaching and that all children can access the curriculum	2,5,6

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

Budgeted cost: £17,527

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of personal resilience and improving self-esteem through use of Commando Joe's programme (annual programme 1 x day a week)	Children need to be emotionally regulated in order to be ready to learn	3
Subsidised cost of 6 x Hook Days a year/Themed Weeks and educational visits	Importance of wider opportunities that would not necessarily be able to access	4
Employment of Family Liaison Officer to follow	Importance of attending school on academic performance	7

up on attendance including PPM and foster positive relationships		
Fund wider opportunities for PPM children to attend clubs	Importance of wider opportunities that would not necessarily be able to access	4

Total budgeted cost: £57,395

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

From our monitoring, assessment and data we can see that we have achieved well in the academic year 2022/23 in meeting our PPM strategy targets. This is also evident in pupil's books and from our meetings with these pupils.

Target 1: Reading attainment – July 2024

EYFS – 66% of PPM children attained the expected standard in phonics

Year 1 - 100% of PPM children met the national standard in the Y1 phonics screening check

Year 2 – All PPM children have met the national phonics standard.

Year 6 100% reached the expected standard for reading in their KS2 SATs

KS2 PPM readers – 55% met the expected standard for their year group. Target support will continue this academic year as stated in this strategy.

Target 2: Stronger link between reading and writing attainment

KS2 50% of pupil premium children have met the expected standard

Y6 66% met the expected standard

Target 3: Pupil wellbeing

100% of KS2 PPM have accessed Commando Joe programme this year and evaluations/pupil voice show improved self-esteem and resilience.

Target 4: Access to information/opportunities/experiences

All PPM children have had the opportunity to an extra-curricular funded activity this academic year including sports, art club and residential/trips

Target 5: Improve attendance of PPM children.

Tracking has shown that there has been some increase in attendance for those PPM children with less than 90% attendance. However this still remains lower than overall attendance and so remains a key focus for this academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Not applicable	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Not applicable
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.