

# Pupil premium statement Ash Cartwright and Kelsey (Aided) Primary School – 2024-2025

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Ash Cartwright and Kelsey (Aided) School
Number of pupils in school	166 (including nursery)
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers – 2024-25	2024/25
Date this statement was published	April 2024
Date on which it will be reviewed	April 2025
Statement authorised by	Fiona Crascall, Headteacher
Pupil premium lead	Fiona Crascall and Julie Wilkinson, Assistant Headteacher SENCo
Governor / Trustee lead	Carl Watson, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Part A: 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 disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We want all children to have access to an exciting broad and balanced curriculum and to create a school environment that is nurturing and inclusive.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and Ukrainian students. 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 education recovery, ensuring that all pupils have access to a broad and balanced curriculum and that all children access a wide range of trips and visits. This includes ensuring that we consider their mental health and well-being and support families in a broader sense.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Consider the individual context of our school and our high correlation with HNF/EHCP's pupil premium children
- Ensure that the mental health of our disadvantaged pupils is a priority so that they are in a good frame of mind to learn
- Focus on metacognition so that all pupils work harder than teachers during lessons and marking/feedback
- Ensure that our disadvantaged pupils have the same access to a broad and balanced curriculum and access a wide variety of clubs and trips/visits
- Ensure disadvantaged pupils are challenged in the work that they're 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

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. We also have 5 Ukrainian children who did not speak any English when they joined us. We have a number of GRT pupil premium children.
2	We have a high correlation of pupil premium children who also have an EHCP and receive HNF – this means that their provision is adapted and their progress tracked in much smaller steps
3	Pressure on SEN/mental health services means that some pupil premium/disadvantaged children are waiting a long time for assessments and access to external mental health support – highlighted in the KCC SEN Ofsted report (November 2022). The school works with the NELFT Mental Health Support Team
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, particularly cultural capital
5	The number of pupils eligible for FSM is rising fast in our school and we need to make sure that provision matches this increase so we can offer the children and families the dedicated support that they need. The cost of living crisis is affecting many of our families

## 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
Improved oral language skills and	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is

vocabulary among disadvantaged pupils – including our Ukrainian pupils.	evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Ukrainian pupils quickly pick up English language as they become immersed in a language rich environment. Our wider curriculum ie music, PE and our wide range of clubs also provides enhanced opportunities for language development
Improved maths progress among disadvantaged pupils – supported by target tracker data.	KS2 reading outcomes in KS2 in 2023 show that 38% of disadvantaged pupils met the expected standard. This year we will need to focus on the maths progress of our year 6 pupil premium children
Improved GPS attainment for disadvantaged pupils at the end of KS2.	KS2 GPS outcomes in KS2 in 2023 show that 50% of disadvantaged pupils met the expected 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"> <li>• Support from the NELFT Mental Health Support Team</li> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• Engagement with our play therapist for specific pupils</li> <li>• successful support from our play therapist</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>• the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no lower than their peers.</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: **£17,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments – language and speech link</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4
<p>Staff have the resources/external support to deal with the increasing number of HNF/EHCP pupils who also receive pupil premium – SENCo has the correct amount of dedicated time to deal with this increase</p>	<p><a href="#">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p>SLT to complete the schools Nurture UK Training – including Boxall Profile</p>	2
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Knowledge organisers and high quality texts to support topics</p> <p>We will purchase resources and fund high quality texts to support topics</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access CPD</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Maths in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<p>Improve the quality of social and emotional (SEL) learning through our curriculum and PSHE lessons and themed weeks to build resilience</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,</p>	3

SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Our play therapist continues to provide support for children that need it	attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a> Support from NELFT Mental Health Support Team	
The school is able to provide adequate support for the increasing number of pupil premium children and their families during a cost of living crisis	<a href="https://www.educationendowmentfoundation.org.uk">NEW: Pupil premium support resource for schools   EEF (educationendowmentfoundation.org.uk)</a> Breakfast and After school club free of charge for specific pupils	3

## Targeted academic support (structured interventions)

Budgeted cost: **£44,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (including Ukrainian pupils). This will be delivered through our Little Wandle Scheme	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://www.educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Targeted GPS sessions for year 6 pupils to address gaps in spelling and core GPS features	Use Headstart spelling scheme and targeted catch up sessions following on from lessons	1
Maths arithmetic lessons to target 'cuspy' disadvantaged pupils. Fluency Bee to be used to improve arithmetic in KS1	<a href="https://www.educationendowmentfoundation.org.uk">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a>	1

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

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on supporting mental health with the aim of embedding our school ethos and improving resilience across the school. Cost of play therapist. SLT to complete Nurture UK training (including Boxall Profile)	Targeted interventions and using information from case studies <a href="http://www.gov.uk">Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)</a>	5
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
Forest school sessions with Anna Outdoors to continue	<a href="http://forestschoolltraining.co.uk">Research on Forest School (forestschoolltraining.co.uk)</a>	
Extra-curricular funded activities for i-rock music, dance, cooking, netball, mindfulness and Makaton – links with school focus on Character Education	<a href="http://educationendowmentfoundation.org.uk">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a>	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. School residential trip to be subsidised/paid for.	All

**Total budgeted cost: £71,300**

## 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 2022 to 2023:

Our KS2 statutory outcomes during 2022/23 suggested that the performance of disadvantaged pupils was higher than in the previous years in key areas of the curriculum – apart from maths. Reading 75%, writing 75% and mathematics 38% (a number of these children just missed out with a scaled score between 97-99).

Our assessment of the reasons for these outcomes points primarily to the way we reduced the Covid-19 impact, which disrupted all our subject areas to varying degrees. We had 54% of our pupils in school and 92% of our disadvantaged pupils. As evidenced in schools across the country, school closure could have been most detrimental to our disadvantaged pupils. The impact was mitigated by our resolution to maintain a high quality curriculum for disadvantaged pupils during partial closure. These pupils benefitted from being in smaller classes with a higher ratio of adult:child support.

Although overall attendance in 2022/23 was lower than in the preceding year due to increased absence, it was higher than the national average. Our focus on outdoor learning meant that the well-being of our disadvantaged pupils was a priority and the need for them to reconnect, restore and recover as part of being in a bigger class again.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were still being impacted by COVID-19-related issues. Building resilience in pupils was a key priority and we used outdoor learning and metacognition to promote this. The impact for disadvantaged pupils was reduced because we had the majority of these pupils in school. We used pupil premium funding to provide wellbeing support/clubs for all pupils, and targeted interventions where required. We provided wrap around care for some pupils including breakfast and after school club. We are building on that approach for our Ukrainian pupils with the activities detailed in this plan.

### Externally provided programmes

Programme	Provider
Play Therapy	Melissa Periss, Play Therapist
Forest School	Anna Outdoors
i-rock band sessions	i-rock provide a pupil premium bursary scheme

