

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Ashton Gate Primary
Number of pupils in school	775
Proportion (%) of pupil premium eligible pupils	10.1% (79 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2024/25
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Gareth Jones Executive Headteacher
Pupil premium lead	Gareth Jones
Governor / Trustee lead	Sue Waller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,215
Recovery premium funding allocation this academic year	£10,585
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£123,000

Part A: Pupil premium strategy plan

Statement of intent

At Ashton Gate, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure. We are determined to ensure that our children are given every chance to realise their full potential. At Ashton Gate, all members of staff and governors accept responsibility for 'Disadvantaged' pupils (as defined by the DfE) and are committed to meeting their pastoral, social and academic needs within a caring environment. As with every child in our care, it our intention that a child who is considered to be 'Disadvantaged' is valued, respected and entitled to develop to their full potential. Our intent is to increase the rates of attainment and progress of those pupils entitled to Pupil Premium (PP) and to ensure the gap is closing between them and with their peers nationally and locally. We intend to develop social capital by providing enrichment opportunities for Pupil Premium pupils who may otherwise have little or no access to such activity. We will provide behavioural, emotional and social support through a targeted nurture programme for those pupils who will benefit from such support.

Challenges

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

Challenge number	Detail of challenge
1	Improved outcomes for all PP pupils across the whole curriculum, with a focus on Reading, Writing and Maths.
2	Assessments, observations and discussions with pupils and teachers indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is evident from Reception through to KS2, and in general is more prevalent among our Disadvantaged pupils than their peers.
3	Individualised support for PP pupils in KS2, KS1 and EYFS.
4	Increased attendance rates of pupils who are attending below the school average.
5	Assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures and the impact of Covid-19 to a greater extent than that of other pupils. These findings are supported by national studies.

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 outcomes for all PP pupils across the whole curriculum, with a focus on Reading, Writing and Maths.	Data for disadvantaged pupils will show an increase in attainment for individuals and cohorts across Reading, Writing and Maths.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessment and observations will indicate improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence including book scrutinies, lesson engagement and formative assessment.
Improved attainment for pupils in EYFS, KS1 and KS2	Teachers will build purposeful relationships with PP pupils in their class. This will begin during summer term transition sessions and will continue for the duration of the academic year. Teachers will spend approximately one hour per term 1:1 with each PP pupil. This time can be broken up into smaller chunks, as appropriate for each pupil.
Increased attendance rates of pupils who are attending below the school average.	Attendance rates for disadvantaged pupils who are attending below the school average will increase, no less than 1% below the average attendance for non-Disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £64,985

Activity	Evidence that supports this approach	Challenge number(s) addressed
0.5 FTE PP Teacher hours	Pupil Premium Teacher working with small groups focussing on English and Maths. Evidence shows that there is a variation in achievement at the end of Key Stage between PP eligible cohort and their peers.	1,2
SLT monitoring	Time dedicated to disadvantaged pupils will improve wellbeing and attainment.	1,2,3,4,5
CPD	Both targeted training, and universal approaches can have positive impacts on the experiences and attainment of children.	1,2,3,5
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.	1
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3

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

Budgeted cost: £21,365

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional LSA support	Increased hours working dedicated to disadvantaged pupils will improve wellbeing and attainment.	1,2,3,4,5
1:1 and small group structured intervention in Maths and English, across focussed year groups delivered by PP teacher.	Evidence shows that there is a variation in achievement at the end of KS1 and KS2 between PP eligible pupils and their peers.	1, 2, 3

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

Budgeted cost: £36,855

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year group trips. All PP pupils will be offered the opportunity to attend a trip to a local, educational attraction, for example; theatre, M Shed, Arnolfini, Year 6 camp. These trips will be planned in discussion with class teachers to link to the curriculum wherever possible. With Pupil Premium teachers & Significant Groups Lead.	Research shows that some pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. This can be because they have experienced fewer activities than their peers. Broadening these experiences impacts on their ability to communicate and interact more effectively, therefore positively impacting their ability to learn.	1,2, 3, 4
Weekly 1:1 Sessions for some PP+ children with Members of SLT.	As the number of ACEs a child has experienced increases, research shows their learning ability decreases.	1, 2, 3
Family meetings and home visits.	Where attending school has become extremely difficult, family meetings have been arranged to provide extra support to the whole family through home visits, 1:1 sessions within school and recommended courses to attend.	3,4
Attendance	Evidence shows that improved wellbeing can increase attendance which in turn raises attainment.	4

Drawing and Talking/Speech and Language	Evidence suggests that oral language interventions can have high impacts on reading.	2,5
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.	All

Total budgeted cost: £123,205

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 academic year.

Our internal assessments during 2022/23 suggested, in general, that the performance of disadvantaged pupils was in line with disadvantaged pupils in previous years in Reading, Writing and Maths. Despite being on track during the first part of year, the outcomes the school aimed to achieve in our previous strategy by the end of 2022/23 were not fully realised.

Our analysis of the reasons for these outcomes points primarily to the fact that many of our disadvantaged pupils have other contributing factors that may have impacted on their attainment. The most common of these factors include; being identified as a pupil who requires 'SEND Support', being new to the school (after Reception), new to the UK, English as second language, engagement with Social Care or a history of low school attendance (>90%). The school feels that, for older pupils, the Covid-19 pandemic also negatively impacted disadvantaged pupils more than non-disadvantaged pupils. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Pupil voice and dialogue with staff demonstrates that disadvantaged pupils are happy and engaged when in school, and evidence illustrates that all pupils are making progress academically and are well supported where there are pastoral needs to address.

Overall attendance for the whole school in 2022/23 was 95.43%, and was higher than the national average. Attendance for Disadvantaged pupils during was 91.01%, and the Inclusion Lead and Senior Leadership Team worked closely with the key families to address issues around attendance.

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

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates that this has significant benefits for pupils, particularly Disadvantaged pupils.
- Utilising a DfE grant to train a member of staff be an accredited senior mental health lead.
- Offering a wide variety of high-quality extracurricular activities to boost wellbeing, attendance, attainment and aspiration. Disadvantaged pupils will be encouraged and supported to attend.