

## Ashbury Meadow Primary School Three-year pupil Premium Strategy 2024-2027 Updated Sept 2024

### The Pupil Premium

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying differences between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium was introduced in April 2011 .

PP grant funding is allocated to local authorities for 2 separate objectives:

- raising the educational attainment of disadvantaged pupils of all abilities to help them reach their potential
- providing support for children and young people with parents in the regular armed forces

The following groups are eligible for pupil premium:

- pupils who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years, including eligible children of families who have no recourse to public funds (NRPF)
- children looked after by local authorities, referred to as looked-after children
- children previously looked after by a local authority or other state care, referred to as previously looked-after children
- children with parents in the regular armed forces, or who have died in service

The PPG per-pupil rate for 2024 to 2025 is as follows:

This table shows how the pupil premium grant is allocated to schools and local authorities in financial year 2024-25, based on per pupil rates.

Disadvantaged pupils	PP grant per pupil rate
Pupils in year groups reception to year 6 recorded as FSM Ever 6	£1,480

Disadvantaged pupils	PP grant per pupil rate
Pupils in years 7 to 11 recorded as FSM Ever 6	£1,050
Looked-after children (LAC)	£2,570
Previously looked-after children (PLAC)	£2,570
Service children	SPP per pupil rate
Eligible service children in year groups reception to year 11	£340

Schools must show how they are using their pupil premium effectively:

- by publishing a statement on their website which presents an overview of their pupil premium strategy, and demonstrates that their use of the funding meets the requirements of the conditions of grant
- 
- through [inspections by Ofsted](#) - inspectors may discuss plans schools have to spend their pupil premium
- through scrutiny of pupil premium plans by governors and trustees

Virtual school heads demonstrate to Ofsted how they are managing pupil premium for looked-after children in their virtual school annual report.

Schools are also held to account for the outcomes achieved by their disadvantaged pupils through published [performance tables](#).

Pupil premium funding must be managed effectively and the impact of removing differences must be shown. In order to do this we have consulted the latest Government and EEF guidance:

[https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/Using\\_Pupil\\_Premium\\_-\\_Guidance\\_for\\_School\\_Leaders.pdf](https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/Using_Pupil_Premium_-_Guidance_for_School_Leaders.pdf)

<https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium>

<https://educationendowmentfoundation.org.uk/news/new-and-updated-resources-to-help-schools-maximise-the-impact-of-their-pupil-premium-funding>

Finally, we increasingly compare our experiences to other similar schools using the education endowment foundation families of schools data base.

**This has supported our use of a tiered approach and enabled us to formulate a set of principles to support our effective use of pupil premium.**

Research has shown that focusing on just 3 areas of activity is most effective at narrowing the attainment gap. This tiered approach combines

Developing a culture of high quality teaching through an evidenced based professional develop plan, ensuring high quality staff are recruited and retained and are supported to adapt lessons to enable all children to access the curriculum through technology and other age related and specific resources.

Staff development and deployment to improve teaching targeted academic support

Wider strategies that support readiness to learn, cultural capital and personal development

Our principles are:

- We will ensure all pupils access the highest quality first teaching, using interventions only when focussed and necessary, and not to compensate for poor teaching
- We will use evidence to support our decision making when implementing projects to improve outcomes and use the EEF guide to Implementation to ensure success
- There is equality and also equity in our highest expectation of all pupils
- We will use a range of data to track pupil premium, looked after, and those previously looked after to ensure the difference between those groups and other pupils is reduced by finding and breaking down their barriers to learning and assessing our actions to ensure they are effective, this includes attendance data. This will include analysis of double disadvantaged pupils, such as PP and SEND and PP and EAL.
- We will ensure that teachers know which pupils are eligible for Pupil Premium and can discuss each one in progress meetings and that all monitoring and assessment includes an equal amount of pupil premium evidence

- We will have a senior leader with oversight of how PP funding is being spent, who liaises with the governor responsible for pupil premium and demonstrates the impact of spending
- We will consider the needs of pupil premium children in all aspects of curriculum design to ensure the gap in cultural capital between them and other pupils is reduced and not a barrier to their progress and ensure they have representation on our Rights Team, school council and sports teams, as well as all extra- curricular clubs and nurture groups.

### Local context and barriers

Focus	School	Primary National 23/24
Attendance :absence	4.9%	7.2%
Authorised absence	2.2%	4.7%
Unauthorised absence	2.7%	2.5%
Persistent absence	13.7%	20.7%
SEND: EHCP	8.3%	4.8%
SEND support	7.9%	13.6%
Young Carers	2.4%	0.5%
FSM	41.2%	24.3%
Ethnicity: known/ believed British	13.3%	76.9%
Known/ believed other than British	86.7%	22.8%

### English Indices of deprivation 2019 for :

#### M113NA:

Index of multiple deprivation decile 2

Income decile 2

Employment decile 3

Education and skills decile 4

Health and disability decile 1

10 deciles 1 being the most deprived, ie decile 2=20% most deprived in the country.

Crime decile 1

Barriers to housing and services decile 3

Living environment decile 7

IDACI decile 1 (children)

IDACI score 0.256

Rank 180

**Main barriers: Very high proportion of high need SEND pupils, young carers, EAL pupils.**

**Children in our area are in the top 10% of children suffering from child hood poverty.**

As at July 24 : Total number pupil premium pupils, nursery – year 6 = 203

Year Group	PP	Other pupils	Boys		Girls		SEN Support		EHCP		EAL		LAC	
			PP	OP	PP	OP	PP	OP	PP	OP	PP	OP	PP	OP
<b>Nursery</b>	19	22	9	9	10	13	3	1	0	1	11	17	0	0
<b>Reception</b>	21	37	11	20	10	17	0	6	2	2	10	28	0	0
<b>Year 1</b>	23	38	11	21	12	17	2	3	2	2	14	28	0	0
<b>Year 2</b>	22	43	12	28	10	15	1	4	3	5	14	30	0	0
<b>Year 3</b>	31	29	17	18	14	11	4	0	1	2	15	17	0	0
<b>Year 4</b>	20	43	12	24	8	19	1	3	4	2	7	31	0	1
<b>Year 5</b>	30	34	18	12	12	22	3	2	7	2	14	21	0	0
<b>Year 6</b>	37	22	19	7	18	15	4	2	8	2	22	18	0	0
<b>Total Number inc. Nursery</b>	203	268	109	139	94	129	18	21	27	18	107	190	0	0

### Pupil Premium data

EYFS % PP pupils achieving GLD 67%

Yr 1 phonics % PP pupils achieving a pass 49%

yr6 Data July 24

Group	% of pupils working at or above Age Related Expectations			% of pupils working Above Age Related Expectations			School In Year Progress		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Pupil Premium (37 pupils)	54%	49%	60%	27%	5%	14%	6.3	6.0	6.0
Other Pupils (22 pupils)	68%	68%	77%	46%	9%	36%	7.9	7.0	7.4
<b>No INAs + No EHCP (49 pupils)</b>	69%	67%	76%	41%	8%	27%	7.3	6.6	6.7
<b>No INAs + Non-mobile + No EHCP (36 pupils)</b>	81%	78%	81%	47%	11%	31%	6.5	6.4	6.6
No INAs + Pupil Premium + No	69%	62%	73%	35%	7%	17%	6.6	6.3	6.2

EHCP (29 pupils)									
No INAS + Pupil Premium + Non-mobile + No EHCP (23 pupils)	78%	74%	78%	39%	9%	17%	7.7	6.8	7.3
PP + SEND (12 pupils)	8%	8%	17%	0%	0%	0%	5.6	5.1	6.0

### Core Targets for the next three years

At the heart of everything we do is quality first teaching and learning. We do not want our interventions to be required to make up for anything less than quality teaching and learning, therefore a significant amount of our budget is aimed at improving the quality of education. In order to enable pupils to feel confident and secure and able to learn we have a strong pastoral focus, therefore a significant amount of our budget is used to support personal development.

When comparing our Pupil Premium and Non-Pupil Premium cohort our intent is that there will be:

1. No significant differences in progress measures, when factors such as INA mobility and EHCP pupils are taken out.
2. No significant differences in attainment measures, when factors such as INA mobility and EHCP pupils are taken out.
3. Ensure that all pupils have access to the curriculum and extra curricular activities.
4. Ensure that no child is prevented from accessing opportunities due to their financial background.

### Long Term Plan ( Three year timescale) Started Sept 2024

#### 1.To improve the level of oracy for all age groups and cohorts.

This is a priority because:

EYFS baseline data and whole school spoken language assessments show considerably low development in speech and language, caused by both SALT and English as a second language issues. Whole school data analysis indicates the impact of a lack of oracy on attainment and progress across the curriculum due to a lack of vocabulary and a lack of understanding of vocabulary. EEF, ELKLAN and URLEY research evidence the impact of improving oracy on pupils' attainment and progress across all areas of the curriculum, as does Alex Quigley in Closing the Vocabulary Gap and Closing the Reading Gap. Professor Neil Mercer and the Ofsted English subject review note that the level of pre-school research evidences clearly that children's spoken language skills correlate with their later academic achievement.

Although Oracy has been a focus for a number of years, every year pupils enter school with low oracy skills and low levels of cultural capital, this impacts on their reading and writing outcomes and is compounded by pupils having English as a second language. End of Key Stage and internal data shows that pupils do less well in their reading assessments inference questions, question analysis links this to lack of understanding of vocabulary and inability to infer where previous knowledge is needed (which is lacking due to their low cultural capital). This is also reflected in the maths reasoning papers and writing, where a lack of ambitious vocabulary is evidenced. Strategies used in school are supported by EEF 'Improving Literacy at KS1 and KS2. We are also an Elkan Communication school.

## **2.To close the gap between pupil premium and other pupils in attainment and progress.**

This is a priority because post lock down internal data shows that in the majority of year groups both attainment and progress for pupil premium pupils this gap, which was negligible before Covid, has widened significantly. Research from the EEF, William, Coe et al, shows that quality first teaching using accurate formative assessment to inform high quality implementation will support progress for all pupils, regardless of starting points. A targeted professional development programme to improve quality first teaching through instructional coaching based on the application of Rosenshine's 10 Principles, including the accurate use of formative assessment, adaptive teaching and retention activities will support increased pupil outcomes. This can be supported by Tier 2 intervention strategies such as Colourful Semantics, Lexia, Little Wandle Reading Fluency interventions. Developing a curriculum that supports the needs of our cohort, particularly through increasing opportunities to expand both cultural capital and science capital and enhance non-cognitive skills through the personal development curriculum will also support progress and attainment.

## **3.To develop the emotional resilience of PP**

This is a priority because:

A lot of negative learning behaviours across school are caused by a lack of resilience; this also impacts on negative social behaviours, post Covid this has increased . Research shows the academically resilient child is a child who reaches their potential, despite adversity. Pupils who do not reach potential often lack resilience emotionally. A pupil's resilience can be positively affected by good teacher pupil relationships and the development of non – cognitive skills. Empathic quality first teaching supported by targeted interventions e.g, EEF Behaviour interventions toolkit, alongside whole school strategies such as Nurture School UK programme and Unicef Rights Respecting Schools, Zones of Regulation and pupil coaching will support this. As will ensuring a culture is maintained whereby all staff have an equitable mindset.

#### 4. To improve the attendance of PP pupils.

FSM6			All	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
FSM6	188	School	93.4%	93.4%	92.8%	93.2%	95.6%	95.0%	92.9%	91.4%
		FFT National	91.8%	90.1%	91.3%	91.9%	92.2%	92.2%	92.0%	91.9%
		Difference	+1.7%	+3.3%	+1.4%	+1.3%	+3.4%	+2.8%	+0.9%	-0.5%
Not FSM6			All	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Not FSM6	246	School	96.2%	94.9%	95.7%	96.2%	97.0%	97.2%	96.3%	96.5%
		FFT National	95.2%	94.1%	95.0%	95.4%	95.6%	95.6%	95.5%	95.4%
		Difference	+1.0%	+0.8%	+0.7%	+0.8%	+1.4%	+1.6%	+0.9%	+1.1%

Not including nursery

This is a priority because:

This trend of pupil premium attendance being 3.% below other pupils evident across 2023-24.

Tracking of attendance shows a number of PP families with poor attendance trends, these families need educating and supporting to break the trend. There are a % of PP pupils who are persistent absentees. These pupils tend to be double disadvantaged with SEND.

We use DFE and FFT pupil attendance data to track individual pupils and cohorts our policy is supported by guidance including:

[https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working\\_together\\_to\\_improve\\_school\\_attendance\\_-\\_August\\_2024.pdf](https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf)

<https://www.gov.uk/government/publications/mental-health-issues-affecting-a-pupils-attendance-guidance-for-schools>

As well as following Manchester City Council attendance policy and work on emotional barriers to school attendance.

All four aims are linked to our Strategic School Development Plan and feed into our Annual School Improvement plan and Yearly Pupil Premium Strategy and have been thoroughly researched using the documents listed below:

Coe, R., Raunch, CJ., Kime, S., Singleton, D. (2020) Great Teaching Toolkit Evidence Review section 02, Creating a Supportive Environment <https://www.cambridgeinternational.org/Images/584543-great-teaching-toolkit-evidence-review.pdf>

Curee: : Developng Great Leadership of CPDLBy Prof. Philippa Cordingley, Prof. Steve Higgins, Prof. Toby Greany, Bart Crisp, Evangelia Araviaki, Prof. Rob Coe, Paige Johns (2020): Developng Great Leadership of CPDL

<http://www.curee.co.uk/files/publication/%5Bsite-timestamp%5D/Developing%20Great%20Leadership%20CPDL%20-%20final%20summary%20report.pdf>



(Curee)School leadership and student outcomes: Identifying what works and why *Summary of the Best Evidence Synthesis (BES) conducted by Viviane Robinson, Margie Hohepa and Claire Lloyd*

DfE Report supporting The Attainment of Disadvantaged Children (2015)

<https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils>

Education Endowment Foundation (2018). Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/> [retrieved 10 October 2018].

Education Endowment Foundation (2018). Toolkit: Behaviour interventions. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions> [retrieved 10 October 2018].

Education Endowment Foundation (2018). Toolkit: Social and emotional learning. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/> [retrieved 10 October 2018].

EEF: A school's Guide to Implementation 2024

[https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working\\_together\\_to\\_improve\\_school\\_attendance\\_-\\_August\\_2024.pdf](https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf)

EEF: Supporting School Attendance 2024

<https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance>

Gov :

<https://www.gov.uk/government/publications/mental-health-issues-affecting-a-pupils-attendance-guidance-for-schools>

EEF: Making the Best Use of Teaching Assistants 2021

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>

EEF: Effective Professional Development

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development>

Gutman, L. & Schoon, L. (2013). The impact of non-cognitive skills on the outcomes of young people. [Online] Accessible from: [https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/Non-cognitive\\_skills\\_literature\\_review\\_1.pdf](https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/Non-cognitive_skills_literature_review_1.pdf) [retrieved 10 October 2018].

Hanushek, E. (1992). The Trade-off between Child Quantity and Quality. *Journal of Political Economy*, 100(4), 859–887.

OECD (2015). Do teacher-student relations affect students' well-being at school? *PISA in Focus*, 50, <https://doi.org/10.1787/5js391zxjif1-en>

Lazowski, R. A., & Hulleman, C. S. (2016). Motivation Interventions in Education: A Meta-Analytic Review. *Review of Educational Research*, 86(2), 602–640. <https://doi.org/10.3102/0034654315617832>.

Supporting the attainment of disadvantaged pupils Briefing for school leaders  
<https://www.gov.uk/government/publications/multi-academy-trusts-benefits-challenges-and-functionsNovember2015>