

# Pupil premium strategy statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	South Ascot Village School
Number of pupils in school	168
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-24
Date this statement was published	September 2021
Date on which it will be reviewed	September 2024
Statement authorised by	Kate Rimell
Pupil premium lead	Carey Kelly
Governor / Trustee lead	Ian Gadd

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,325
Recovery premium funding allocation this academic year	£4,205
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£44,530

# Part A: Pupil premium strategy plan

## Statement of intent

At South Ascot Village Primary School, we are determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of quality first teaching, focused support, curriculum enrichment and pastoral care. We recognise that all pupils regardless of their background, should have equal access to a curriculum which will enable them to reach their potential.

We believe that the highest possible standards can only be achieved by having high expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the Pupil Premium grant.

We believe that the additional provision through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged / vulnerable. This document outlines the amount of funding available, our strategy for spending the grant effectively and how we have used research-based evidence to support our actions. Pupil Premium funding and Pupil Premium Plus is not a personal budget for each child. As a school we consider the best ways to allocate Pupil Premium funding annually following rigorous data analysis and the careful consideration of the needs of the pupils as a collective, strategies employed may also benefit all pupils within the school.

At SAVS we have a clear, strategic, tiered approach for Pupil Premium funding provision. This follows the EEF guidance and focuses on the following:

- Whole-school strategies that impact all pupils
- Focused support to target under-performance
- Specific support targeting pupil premium pupils

We ensure that Pupil Premium funding and provision impacts positively on attainment, attendance and well-being.

A member of our local governing body is identified as a link governor for Pupil Premium, regular meetings with leaders of the school take place where monitoring, provision and outcomes are shared and discussed. The link governor then feeds back key findings from these meetings at full governing body meetings.

## Challenges

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

Challenge number	Detail of challenge
1	Identification of pupils in lower year groups that are not listed as pupil premium - parents are not coming forward as being eligible. Parents are intermittently given application forms – but they are not always willing to apply.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external assessments indicate that Maths and Reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.  In years 1-6 - in Reading, Writing and Maths 40% are not achieving ARE at year end. Included in the percentage are 6 children (24%) who are also on the SEN register. (July 2023)
4	36% of the children on the PP register are also flagged on Robin Banerjee's Sociogram Tool (May 2023) as being either rejected, neglected or controversial – compared to 50% 2021-2022 data. 14% are defined as popular (14% 2021-2022) and the remaining 22% are not identified – compared to 36% 2021-2022) This is an improved picture but one that we need to continue to reduce
5	40% of the children on the PP register have an attendance below 90% 24% of children on the PP register are also persistently late – this figure includes those children who also have a low attendance.

## 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
Increased children being supported on the PP register in the early Years and KS1	Parents are made more aware of pupil premium and the benefits of registering onto it. School are more pro-active in helping parents understand that there is no stigma involved.

Improved phonics results for all pupils in the school, particularly the disadvantaged children - by the end of 2023-2024 school year.	Phonics outcomes by the end of 2024 school year will show that over 80% of children achieve by the end of year 1. It is expected that this increased focus and expectation will have an impact on all disadvantaged children, even though future numbers of children in this year group are unknown.
Improved Maths attainment for disadvantaged children by each year end and for each current year	Data from November 2023 assessments to be analysed
There will be a significant reduction of children being flagged on the Robin Banerjee Sociogram Tool	Through the use of ELSA for the currently identified children, more of them will be either unidentified or listed as popular. This will be a gradual improvement over the next 3 years.
Fewer children will be identified on the Boxall profile as needing support from the ELSA	Through the profile, needs will be addressed and supported by ELSA, which will, in turn, have a positive effect on future sociogram data.
To achieve and sustain improved attendance for all disadvantaged children and a significant reduction in lateness for key children within this cohort.	Every child on the register will display improved attendance percentages, which are sustained over time. Parents of the late attenders will be encouraged and given support to help them.

## 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: £ 16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments, including Dynamo Maths and Number	Standardised tests can provide reliable insights into specific strengths and weaknesses of each child to help ensure they receive the correct additional support through interventions.	3

Stacks and end of term NTS tests	The current programmes used are from Rising Stars – NTS assessments.	
On-going training for staff in Ruth Miskin  New Ruth Miskin scheme was purchased for the start of the Autumn term, September 2022. We now have ongoing subscription fees	There is strong evidence to show that when this programme is used consistently and accurately, a greater percentage of children in KS1 will be able to : <ul style="list-style-type: none"> <li>• Read accurately and fluently</li> <li>• Develop a love of reading</li> <li>• Spell and develop their ideas for writing</li> <li>• Articulate their understanding</li> </ul>	2
Enhancement of our Maths teaching and curriculum planning in line with the DfE guidance	Gov.uk Maths guidance for KS1 and 2	3

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

Budgeted cost: £ 12,344

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued support for ELSA (borough-led)	<p>The use of ELSA has made a significant positive impact on the emotional wellbeing of children and young people and their ability to manage better at school — socially, emotionally and academically.</p> <p>The Every Child Matters program was introduced in 2005, which focuses on the importance of training Learning Support Assistants (LSAs) to support and address pupils’ emotional needs, rather than just academic achievement.</p> <p>The National Institute for Health and Clinical Excellence (NICE, 2009) emphasized the importance of good mental health, stating it protects children and young people from social, emotional and behavioural</p>	4
Funding to release ELSA to work with children two afternoons per week  To allow time for CPD		4
Funding to enable ELSA to be working with children while they are outside at lunchtimes		

	problems as well as supporting their academic achievement.	
<p>Training for key support staff to deliver Dynamo Maths, Number Stacks and Ruth Miskin phonics</p> <p>Resources purchased to enable the one-to-one sessions to be fun and engaging</p>	<p>Previous results have shown that students become more fluent and accurate in using their words. It has proved very beneficial to the children who have struggled with phonics and need a sight-read method of learning</p> <p>Vygotsky suggested that effective teaching should be geared towards a learner's 'zone of proximal development' (ZPD). Precision teaching encourages us to be very specific about the material used with the child, ensuring that it is within the ZPD. Precision teaching also draws on Haring and Easton's learning hierarchy which shows us how new learning needs to be fluent before it can be maintained effectively</p>	2,3
Ruth Miskin books to support all children, including the PP group of children who need additional support in reading and phonics	Digital pens are also associated with increased engagement of students with learning difficulties (Doughty, Bouck, Bassette, Szwed, & Flanagan, 2013) and students reported positive perceptions toward using the pens (Bouck et al., 2009; Doughty et al., 2013; Johnson, 2008). Schmitt, McCallum, Hennessey, Lovelace, and Hawkins (2012) reported that students who have greater reading difficulties gain more benefits from using the digital pen.	2,3,4

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

Budgeted cost: £13,686

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on Behaviour management and anti-bullying approaches with the aim of further developing the school ethos and improving behaviour across the school	Both targeted interventions and universal approaches can have positive overall effects	4
Embedding principals of good practice set out in the DfE's "improving school attendance" advice. This will involve training and release time for staff to develop and implement new procedures	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence	5
Contingency fund for acute issues	Based on our previous experiences, we have identified a need to set aside an amount of funding to enable us to respond quickly to any need that has not been identified in this document.	All

**Total budgeted cost: £44,530**

## 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.

ELSA has been imperative for some of our PP children, who still suffer from increased anxiety, often enhanced by parental anxieties.

Results from 2022-2023 assessments are largely unchanged from the previous year – due to 2021-2022 being disrupted by illness across the school

Reading: 75% - working towards  
25% - met

Writing: 75% - working towards  
25% - met

Maths: 70% - working towards  
30% - met

Projected data for 2023-2024 is showing 60% - working towards and 40% - met.

Through working more closely with parents to reduce persistence absence we are seeing both reduced late percentages and improved data in test results.

A greater emphasis is being placed on the use of teaching assistants to work with children who are working towards the year group curriculum. This has included many more small group sessions and teachers ensuring that when objectives are taught, they place more importance of what the children already know from previous year groups, before moving onto new strategies.



## 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