

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | 169 |
| Proportion (%) of pupil premium eligible pupils | 13% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-24 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Kate Rimell |
| Pupil premium lead | Carey Kelly |
| Governor / Trustee lead | Kate Gregory |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £24,879 |
| Recovery premium funding allocation this academic year | £2,465 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £27,344 |

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. |
| 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 attainment among disadvantaged pupils is below that of non-disadvantaged pupils. 59% of pupil premium children across year 1-6 are not achieving ARE at year end. Included in the percentage are 4 children who are also on the SEN register. |
| 4 | 50% of the children on the PP register are also flagged on Robin Banerjee's Sociogram Tool as being either rejected, neglected or controversial. 14% are defined as popular and the remaining 36% are not identified. |
| 5 | 41% of the children on the PP register have an attendance below 90%. Of the remaining children 15% are persistently late into school, causing them to be missing the input to the first lesson. |

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 |

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| | 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 | The current 41% (9/22 children) achieving ARE will increase to 50% (11/22 children) by the end of 2021-2022 and to 68% (15/22 children) by the end of 2023-2024 |
| 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 being in need of need of 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: £ 10,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Purchase of standardised diagnostic assessments | 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. The current programmes used are from Rising Stars – NTS assessments. | 3 |

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| <p>Training for staff in Ruth Miskin</p> <p>Purchase of new “Get Writing” books for all children in KS!</p> | <p>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 :</p> <ul style="list-style-type: none"> • Read accurately and fluently • Develop a love of reading • Spell and develop their ideas for writing • Articulate their understanding | 2 |
| <p>Enhancement of our Maths teaching and curriculum planning in line with the DfE guidance</p> <p>Funding will be available to release teachers to allow them to embed key elements of the guidance</p> | Gov.uk Maths guidance for KS1 and 2 | 3 |

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

Budgeted cost: £ 5500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Training of new ELSA | <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</p> | 4 |
| Funding to release ELSA to work with children two afternoons per week | | 4 |
| To allow time for CPD | | |
| Funding to enable ELSA to be working with children while they are outside at lunchtimes | | |

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| | <p>mental health, stating it protects children and young people from social, emotional and behavioural problems as well as supporting their academic achievement.</p> | |
| <p>Training for all support staff to deliver precision monitoring across the school, with particular focus on disadvantaged children</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 |
| <p>Additional resources (reading pen / talk to write programme) for specific children within the disadvantaged group</p> | <p>This has been purchased for specific children who are also on the S&L programme and have struggled with understanding phonics. The benefits are that confidence is improved and they are able to learn alongside their peers for a greater percentage of the time.</p> <p>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.</p> | 2,3,4 |

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

Budgeted cost: £11,844

| 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: £27,344

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 2020 to 2021 academic year.

Internal assessments for 2020-2021 were incomplete due to the disruption to schooling. We only have data for term 1. (December 2019) School assessments resumed in September 2020, but once again were disrupted by the virus. We had so many children absent when we assessed in Dec 2020, that the decision was made to archive this set of results as they would become meaningless due to such a long period of time out of school. Once Children returned in April 2021, a baseline assessment was completed across KS1 and 2, which was used to re-assess in July to provide a set of more meaningful data, in order to show progress.

As evidenced in many of our cluster schools, the school closure has been most detrimental to our disadvantaged pupils and they were not able to benefit from any targeted support that we would normally ensure was in place for them. The impact was mitigated by our insistence to maintain a high-quality curriculum, primarily through Teams.

Attendance has been very difficult to track due to so many children being off school for illness, family illness or genuine anxiety over Covid.

Our observations have indicated that pupil behaviour, well-being and mental health were significantly impacted last year, primarily due to Covid related issues. We used pupil premium funding to provide well-being support for all our pupils and targeted interventions when they were required. We are building on that approach with the activities detailed in this plan.

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 |
|-----------|----------|
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