

Pupil Premium Strategy Statement

Askam Village School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Askam Village School
Number of children in school	141 plus 23 Nursery
Proportion (%) of pupil premium eligible children	9% 7% 2023-2024
Academic year/years that our current pupil premium strategy plan covers	2021-2022, 2022-2023, 2023-2024
Date this statement was published	31 st Dec 2021, reviewed 31 st Dec 2022 and September 2023
Date on which it will be reviewed	Sept 2022, Sept 2023
Statement authorised by	Governing Body
Pupil premium lead	Mrs. Fiona Newton
Governor lead	Mrs. Elisabeth Donachie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,460
Recovery premium funding allocation this academic year	£1,595
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£19,055

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children irrespective of their background and any challenges they face make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal.

We have considered the challenges faced by children who are vulnerable such as those with a social worker and young carers. The plan below is intended to support the needs of those vulnerable children whether they are disadvantaged or not.

Quality first teaching is at the heart of all our work and is reflected in our motto 'Everybody Matters, Every Moment Counts'. This is proven to have the biggest impact on the largest number of children including those who are disadvantaged.

We use robust and standardised assessments as one tool in identifying the starting points of classes, groups of children and individuals and this supports us on ensuring we have the most effective plans in place. The plans and progress of all children are monitored closely and acted upon accordingly.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that the education (and sometimes well-being) of some of our disadvantaged children is below that of non-disadvantaged. This can vary from class to class/subject to subject and needs careful analysis and planning.
2	Variable access to additional activities e.g. music lessons
3	Low levels of language on entry to Nursery and/or Reception classes in particular, including those children who are disadvantaged. This is identified through assessments, observations and discussions.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged children have been impacted by partial school closures to a greater extent than for other children. These findings are supported by national studies.
5	Our current attendance data and data from the previous year indicates that attendance among disadvantaged children has been between 1.9 and 2.5% lower than for all children. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged children's progress.

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 reading attainment among disadvantaged children.	KS1 and KS2 outcomes in 2022, 2023 and 2024 show more than 75% of KS2 and 73% KS2 of disadvantaged children meet the expected standard. Phonics screening check and other phonics tracking data shows at least 82% of disadvantaged children in Year 1 and 91% of disadvantaged children in Year 2 pass the phonics screening check.
Improved writing attainment among disadvantaged children.	KS1 and KS2 outcomes in 2022, 2023 and 2024 show more than 69% of disadvantaged children meet the expected standard in KS1 and 78% in KS2.
Improved mathematics among disadvantaged children.	KS1 and KS2 outcomes in 2022, 2023 and 2024 show more than 76% of disadvantaged children meet the expected standard in KS1 and 78% in KS2.
Increased attendance with additional activities e.g. music lessons	Checklists/attendance lists will show an increased % of disadvantaged children have been able to engage in enrichment activities.
Improved language and oral skills	Assessments (WellComm and curriculum) and observations indicate significantly improved oral language among disadvantaged children.
To achieve and sustain improved wellbeing and mental health for all children in our school and particularly our disadvantaged.	Sustained high levels of well-being from 2024-2025 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from children and staff • Reduction in difficulties with interactions with other children. • Reduction in referrals to other services as needs are being met universally or within school.
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"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0%

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: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of standardised diagnostic assessments.</i> NFER LASS	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 delivery.	1 and 3
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all children. New scheme to include training for staff.	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 children: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Other reading Purchase and training for staff working with children in Key Stage 2 who are still early readers. Scheme to be used phonics based if this is what is most appropriate.	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 children: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Writing Training for staff to develop confidence in teaching explicitly metacognitions strategies including how to plan, monitor and evaluate and self-regulation in particular for writing.	There is evidence to suggest using self-regulation can improve writing. It aims to encourage children to take ownership of their writing through careful structure. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	1
Enhancement of our Early Mathematics Curriculum through staff training.	There is strong evidence to show that professional development can be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical	1

<p>We have subscribed for staff to be able to access Karen Wilding training.</p> <p>Purchase of manipulatives for children to use to further enable them to understand links and specific mathematical concepts.</p>	<p>pedagogy. Developmental progressions show us how children typically learn mathematical concepts and can inform teaching.</p> <p>Improving Mathematics in the Early Years and Key Stage 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>Also from the above document there is evidence that manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas.</p> <p>Ensure that children understand the links between the manipulatives and the mathematical ideas they represent.</p> <p>Use manipulatives and representations to encourage discussion about mathematics which will also develop language.</p>	
<p>Embedding dialogic activities across the school curriculum. These can support children to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Use of structured programmes Wellcom and NELI, continue with additional staff training.</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4

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

Budgeted cost: £14,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged children who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on children, 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: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Reading Additional targeted reading opportunities for those children who have been identified as not on track to reach national expectation by the end of Key Stage 2.	Phonics approaches have a strong evidence base indicating a positive impact on children, 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: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Maths Use of assessment to provide targeted support for those children who require additional support. Smaller group support for all children with particular consideration for those who are disadvantaged.	Improving Mathematics in the Early Years and Key Stage 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths Ensure that teaching builds on what children already know using systematic CLIC approach. Assess what children do, and do not, know in order to extend learning for all children. Ensure the Information collected is used to inform next steps for teaching. Developmental progressions can be useful in informing decisions around what a child should learn next through CLIC progression.	1
Enrichment activities provided for children.	Internal qualitative data suggests children have missed out on enrichment including through the Co-vid 19 pandemic, particularly those who are disadvantaged.	2
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged children who have relatively low spoken language skills.	Oral language interventions can have a positive impact on children' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	3

Provide targeted support for children to develop social and emotional learning.	<p>Use of Boxall Profile.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Research suggests that social and emotional skills are protective factors for mental health and they equip children with tools and resources. Some children need targeted support in addition to wholeschool and whole-class. This would also impact across all areas of the curriculum, school and wider life.</p>	4
---	---	---

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

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5

Total budgeted cost: £ 19,000

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 children in the academic year and 2022-2023

Our internal assessments during 2022-2023 suggested that the performance of disadvantaged pupils is variable throughout the school, the numbers of children are small. Some children also have special educational needs. Staff carefully consider the strengths needs of the whole child when scrutinising attainment and progress. This is a continued theme from 2021-2022.

Our assessment of the shows disadvantaged children have been particularly affected, to varying degrees in different classes and different subjects. 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. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and also being able to provide laptops/ipads and inviting children to attend our school hub. Current data shows in some areas the gaps are closing as vulnerable children are making accelerated progress. It is the youngest children who were most negatively impacted by the pandemic.

The attendance of our disadvantage children was particularly affected in 2019-2020 and 2021-2022 and 2022-2023. Illnesses continue to have an impact on attendance. As the number of disadvantaged children is small the impact on ttendance of one child is significant. Each case is looked at on an individual basis.

Our assessments and observations indicated that pupil wellbeing and mental health were impacted last year primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan and includes communication/language and social and emotional development particularly for those children in early years.