

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 | Ashwood Spencer Academy |
| Number of pupils in school | 565 |
| Proportion (%) of pupil premium eligible pupils | 63% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Paula-Baines Chambers |
| Pupil premium lead | Daniel Millward |
| Governor / Trustee lead | Ian Wood |

Funding overview

| Detail | Amount |
|--|-----------|
| Pupil premium funding allocation this academic year | £ 417,950 |
| Recovery premium funding allocation this academic year | £ 45385 |
| 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. | £ 463,335 |

Part A: Pupil premium strategy plan

Statement of intent

At Ashwood Spencer Academy the pupil premium strategy is designed to ensure that all pupil premium children achieve their full personal and academic potential whilst non-pupil premium children also benefit from the strategies and funding in place. We endeavour to instil a deep moral compass within our children and ensure that they are aspirational, resilient, respectful, and tolerant global citizens who have a life-long love of learning. We are passionate about promoting equality for all our pupils and supporting their mental wellbeing, physical health, and social skill development.

We recognise that a large proportion of our pupil premium children do not build-up their cultural capital outside of school. We aim to build cultural capital via our 'book at its heart' curriculum, creating a real passion and purpose for all learning, the curriculum ensures that children are ready for the next steps in education and prepares them for life beyond education. We understand and acknowledge the challenges faced within our community and work hard to provide enrichment opportunities that inspire, motivate, and move learning on. These include fully funded residential trips, a comprehensive extra-curricular programme for all children and a learning and engagement programme for parents.

A key lever within the pupil premium strategy is to increase attendance. By ensuring that children's individual needs are met, scaffolding strategies are implemented, interests and skills are harnessed and parents and carers are upskilled and engaged, we feel that the key lever of 'attendance' can be successfully actioned.

We are ensuring that gaps that have arisen or widened during the time of the pandemic are narrowed through quality interventions using proven, researched approaches.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Analysis of data shows that attendance is below national average. Current data shows that 22% of Pupil Premium children are at risk of falling into the 'persistent absentee' category. The in-school attendance gap between our Pupil Premium and Non Pupil Premium pupils is 2.4% for the academic year 2020-2021. |
| 2 | Reading fluency and comprehension levels are below national average. Assessments, discussions and observations show that the language gap in EYFS between that of PP and non-PP children is at 7%. |
| 3 | Writing amongst pupil premium children is below national average and children have limited experiences to draw upon. |
| 4 | Engagement for pupil premium children in afterschool and extra-curricular activities is below non-pupil premium children. Parental engagement across school has suffered since Covid-19. |
| 5 | Lower attaining learners struggle to access classroom learning. |

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 |
|--|--|
| Attendance has improved | Attendance is at 96% and persistent absence no higher than national. The attendance gap between pupil premium and non-pupil premium has been completely removed. |
| All children leave Ashwood Spencer Academy as strong readers. | <p>Reading data shows an attainment gap of 5% or less, down from a 16% gap between pupil premium and non-pupil premium children.</p> <p>The language gap at the end of EYFS has reduced to less than 2%.</p> <p>Pupil voice reflects a love of reading across school for pupil premium children.</p> |
| Writing has improved across school | <p>Writing data shows an attainment gap of 5% or less, down from a 15% gap with non-pupil premium children.</p> <p>Pupil voice reflects a love of writing across school for pupil premium children.</p> <p>Children are able to draw upon their experiences within their writing.</p> <p>External school improvement verifies these findings through moderation.</p> |
| Extra-curricular club attendance has improved, children reflect positively on school life and parental engagement has increased. | <p>90% of all pupil premium children have attended at least one extra-curricular club and the 'school enjoyment' measure has increased, shown via pupil voice survey.</p> <p>Parent clubs are well attended with 70% of targeted parents attending parent sessions.</p> |
| All learners are able to access learning. | <p>Scaffolding strategies are fully implemented and children are able use metacognitive strategies.</p> <p>External school improvement verifies these findings.</p> <p>Learning walks show that all children benefit from classroom provision and that scaffolding is a contributor to that.</p> |

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: £ 268,950

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Develop staff subject knowledge so that variation within school is reduced and misconceptions are addressed. | The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Anticipating common misconceptions, and using diagnostic assessment to uncover them, is an important way to support pupils. High Quality Teaching Report | 1,2,3 |
| Introduce and embed new writing approach, 'The Write Stuff'. Ensure there is a clear progression of vocabulary and genre expectation. | Writing can be thought of as a process made up of seven components: planning; drafting; sharing; evaluating; revising; editing; and publishing. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills. Guidance Report Writing - EEF | 1,3,5 |
| Manipulatives are used within the scaffolding process to support and deepen children's understanding of mathematical concepts. | Manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas. Guidance Report Maths - EEF | 1,5 |
| Embed and adapt the new phonics approach (Little Wandle) to meet the needs of Ashwood pupils. | Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. Guidance Report Phonics - EEF | 1,2,3 |

| | | |
|--|---|-----|
| Embed the role of the curriculum leads and subject leaders so that they have a deep and fluent knowledge of their subject across school. | Sherrington, T & Caviglioli (2020) <i>Teaching-WalkThrus-Five-step-instructional-coaching</i> . <i>Leadership: Creating Positive Organisations</i> | 2,3 |
|--|---|-----|

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

Budgeted cost: £102,385

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Learning by Questions is used across KS2 for planned interventions. | Teachers are able to use technology to increase the benefits of practice to improve fluency or retention of information. Teaching and Learning Toolkit EEF Metacognition EEF Guidance Report - Maths EEF | 1,2,5 |
| Shine interventions are directly linked to summative assessment GAP analysis. | Diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold. EEF Diagnostic Assessment Toolkit Assessing Learning EEF | 2 |
| Recovery Premium: External teachers employed to carry out writing, reading and maths-based interventions across school. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: Small Group Tuition Guidance EEF Guidance Report KS1 Literacy EEF Guidance Report KS2 Literacy EEF | 1,3,5 |

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

Budgeted cost: £92,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>All pupil premium children to be invited to a before, midday or afterschool club targeted to their interests.</p> | <p>Research suggests that for pupils in relatively disadvantaged schools it is attending the breakfast club, not just eating breakfast, which leads to academic improvements. This could be due to the nutritional benefits of the breakfast itself, or the social or educational benefits of the breakfast club environment. Afterschool clubs also provide nutritional food in school.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>Small Group Tuition Guidance EEF EEF Research and Guidance - Breakfast Clubs Life Skills and Enrichment Guidance Report EEF</p> | <p>1,3,4</p> |
| <p>Children to receive an incentive of a book from the Reading Vending Machine.</p> | <p>Based on a survey of 44,097 children aged 8-18 in the UK, the National Literacy Trust's Book ownership, literacy engagement and mental wellbeing report shows that the more books a child owns, the more likely they are to do well at school and be happy with their lives.</p> <p>Literacy Engagement and Mental Wellbeing - Literacy Trust Life Skills and Enrichment Guidance Report EEF Cultural Capital - Early Education.ORG</p> | <p>1,2,3</p> |

| | | |
|---|---|--------------|
| <p>Recovery Premium: A learning programme has been put together to involve, upskill and provide a supportive network for pupil premium parents.</p> | <p>Parental engagement has a positive impact on average of 4 months' additional progress. Research shows that incentives for parents had a positive outcome on attendance. As a school we incentivise through the social aspect of the groups which include drinks, food and any technology required for the duration of the course.</p> <p>Parental Engagement Guidance Report EEF</p> | <p>1,2,3</p> |
|---|---|--------------|

Total budgeted cost: £463,335

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.

A number of planned strategies were unable to be fully implemented due to Covid-19 restrictions and partial school closures. Resources were diverted to the unplanned needs arising from the pandemic.

In-school standardised assessments show an increase of 11% for pupil premium children reaching expected in RWM across school from the previous year. Highlights from the year were within maths which had the least gap of 13.6% between pupil premium and non-pupil premium children and had an increase of 4% reaching National across school on the previous year.

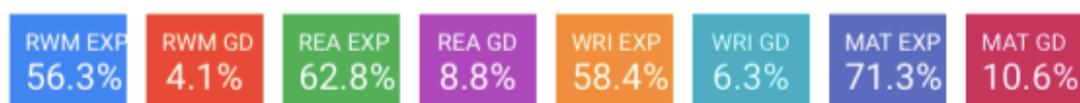
Writing remains a focus with an in-school gap of 14.8% between that of pupil premium and non-pupil premium children.

Attendance remains a focus with an in-school gap of 2.4% between pupil premium and non-pupil premium. The gap increases as the children move through school.

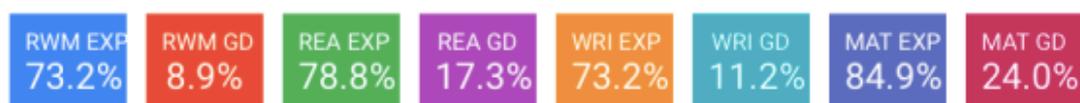
Parental engagement strategies were greatly affected in the last academic year. Research shows that our approach of regular text and phone communication helped to reduce the drop in engagement over the academic year.

Comparative Data from 2020/2021

PP



Non PP



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 |
|-----------|----------|
| NELI | ELKLAN |

Further information (optional)

Additional activity

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 this has significant benefits for pupils, particularly disadvantaged pupils. We will utilise the 1-2-1 iPad devices to continue with digitalised feedback via Showbie.
- utilising our in-school behaviour mentors to support pupils with their wellbeing
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. All school trip transport is paid for by school and all children will have their end-of-KS2 residential fully funded by school.

Planning, implementation, and evaluation

When evaluating our previous strategy and planning our new one, we looked at evidence from a variety of sources including PIRA, PUMA and SATS assessments, work-book looks, conversations with parents, students and staff in order to identify the challenges faced by disadvantaged pupils.

The work of Marc Rowland and the pupil premium lead attending CPD delivered by Marc Rowland helped to devise a strategy that reflected the needs of pupil premium children at Ashwood Spencer Academy.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

The [EEF's implementation guidance](#) was particularly helpful in developing our strategy, tied in with the work published by March Rowland. We will continue to use both sources of guidance through the implementation of activities.