



## ASHURST CE AIDED PRIMARY SCHOOL PUPIL PREMIUM FUNDING 2020-2021

Number of pupils and pupil premium grant (PPG) received			
Total number of pupils on roll	50	Total number of pupils eligible for PPG	3
Amount of PPG received per pupil	£1,345	Total amount of PPG received	£4,035
Date for next internal review of this strategy	March 2021	July 2021	

### What is Pupil Premium Funding?

Pupil Premium Funding is allocated by the government to schools to support specific groups of children who are vulnerable to underachievement. This government initiative targets extra money at pupils who come from backgrounds that might be deemed to be disadvantaged. The premium is provided in order to support these pupils so they may reach their potential. Eligibility for the Pupil Premium from April 2012 is for any pupil who has been entitled to Free School Meals (FSM). In addition, pupils who are 'Looked After' by the authority (LAC) or whose parents are currently serving in the armed forces are also entitled to the premium.

The number of children identified as disadvantaged is below the national average; 6% of pupils in the school fall under this classification. It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their settings. Schools however, will be accountable to outside agencies, mainly Ofsted, to show how the Pupil Premium has enriched the children's personal and academic achievements within the school.

At Ashurst Church of England Aided Primary School our aim is to ensure that our children leave us as well-rounded citizens, with a love of learning and are fully prepared for the next stage in their education.

We aim to ensure all our children:

- have the best start in life
- achieve as highly as they are able
- are academically prepared to thrive at their next phase of education, including secondary school
- find joy in success, be it academic, sporting, musical, artistic or another area
- are confident at building and maintaining positive relationships
- demonstrate kindness and respect to all people however different or similar they may be
- understand our school's values and why they are important
- have the beginnings of their own set of personal values
- have the self-esteem and self-confidence to make the most of their gifts and talents

To achieve these aims with our Pupil Premium children, we use the funding we receive in a variety of ways. Some of the interventions we put in place are shared by children who are not in receipt of Pupil Premium in order to make them viable and promote good progress for all children as well as Pupil Premium children.

Many of our interventions are linked directly to the curriculum and, in particular, core subjects:

- we provide additional support through small group teaching, 1:1 teaching and in-class support to accelerate progress in all areas of English and maths, as it is widely recognised that attainment in these subjects underpins success across the curriculum at secondary school level
- we provide a range of strategies to support the development of a love of literature and reading
- we recognise that many pupils face barriers to learning which may originate outside of the school environment and may impact on a child's development both emotionally and academically

We therefore provide a range of interventions to address some of the issues children can experience in their lives, which if ignored impact on their learning and success in the school environment

#### Support for Learning

Target	Funding	Summary	Impact
Planned interventions across school: Reading, writing and maths interventions led by teacher / teaching assistant:  1:1 tuition 'toe by toe', 'precision teaching' 'power of 2' 'supportive listening'	£1,656 (3 hours per week)	Improved attainment and / or progress of identified children.  Identified children receive daily/ weekly sessions with teachers.  Identified children receive daily/weekly sessions with TA.	Interventions across school focus on individual learning and, as a result, attainment and / or progress improves.
To ensure there are no gaps between disadvantaged children and non-disadvantaged children at the end of each Key Stage.		Small group interventions  One to one support where necessary  RWI intervention	During and post Lockdown children were supported throughout the Lockdown period with regular contact from Class teachers via Phone calls.  During Lockdown learning was provided and individually tailored to the learning needs of children.

<p>Improve the % of pupils reaching the expected level and higher standard in reading and writing.</p> <p>To narrow gaps in attainment between disadvantaged pupils and those with similar starting points nationally.</p>	<p>£ TBA RWI Inc</p> <p>£26.99 Toe by Toe</p>	<p>Pre and post teaching support for pupils who need it</p> <p>Increase 1:1 reading for low attaining pupils</p> <p>Small group reciprocal reading daily for all pupils, delivered by teaching and TA</p>	<p>Short term interventions at the point of need are in place and monitored through assessments, monitoring and evaluation cycle and Pupil Progress review meetings</p>
<p>To support pupils who are not meeting ARE or targets in reading, writing and maths by providing additional support and interventions</p>	<p>£159.65 Power Maths</p> <p>£18.95 Power of 2</p>	<p>One to one / small groups phonics/ reading intervention (Read Write Inc)</p> <p>One to one /small group literacy intervention for targeted pupils and resources</p> <p>Small group maths intervention from TA for target pupils</p>	<p>Tracking of PP pupils will be completed termly and any gaps in attainment will be identified.</p> <p>Pupil progress meetings held termly.</p> <p>Learning walks to monitor opportunities for outdoor learning.</p>