

# Pupil premium strategy statement: Ashbourne Hilltop Primary and Nursery

| 1. Summary information |                                       |                                  |             |  |              |
|------------------------|---------------------------------------|----------------------------------|-------------|--|--------------|
| School                 | Ashbourne Hilltop Primary and Nursery |                                  |             |  |              |
| Academic Year          | 2019/20                               | Total PP budget                  | £38,557     | Date of most recent PP Review                  |              |
| Total number of pupils | 137                                   | Number of pupils eligible for PP | 31 (26 + 5) | Date for next internal review of this strategy | January 2021 |

| 2. Current attainment   |                        |         |       |                                   |         |       |
|---|------------------------|---------|-------|-----------------------------------|---------|-------|
| No KS2 attainment information shared at this point due to small cohort numbers and there being no pupils accessing Pupil Premium. | Pupils eligible for PP |         |       | Pupils <u>not</u> eligible for PP |         |       |
|   | Reading                | Writing | Maths | Reading                           | Writing | Maths |
| % at age related expectations leaving nursery   |                        |         |       |                                   |         |       |
| % of children reaching a 'Good level of Development'  |                        |         |       |                                   |         |       |
| % of children reaching ARE in RWM leaving reception   |                        |         |       |                                   |         |       |
| % of children achieving phonics screening pass at end of year 1   |                        |         |       |                                   |         |       |
| % of children at ARE in Y2  |                        |         |       |                                   |         |       |

| 3. Barriers to future attainment (for pupils eligible for PP including high ability) |   |
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| A.   | Slow rates of progress made by Pupil Premium pupils.  |
| B.   | Children enter school not 'school ready' with poor communication and language skills. Increasing numbers of pupils go through school with poor self regulation skills which heavily impacts on their ability to access all of the learning provision. |
| C.   | Children eligible for PP are part of more than one group, so may be SEN, poor attenders, summer born etc. These complex concurrent barriers mean that we must improve the progress of a range of vulnerable groups to impact on the progree for PP.   |
| D.   | Children eligible for PP often have families with complex problems that result in poor attendance impacting upon progress and attainment.   |
| E.   | Parental engagement is low with some pupil premium families with regard to supporting the learning out of school. They are 'hard to reach' and do not engage with school.   |
| F.   | Limited life experiences lead to limited aspirations for the future which reduces motivation when learning.   |

| 4. Intended outcomes with success criteria |  |  |
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|  | Desired outcomes and how they will be measured   | Success criteria   |
|  | Every child receives teaching which is at least good in every classroom every day. Improved Quality First Teaching that effectively includes all pupils will be a fundamental part of each desire outcome. |  |
| A.   | To improve the number of pupil premium children achieving expected in reading and writing by the end of KS1.<br><br>All PP pupils to make accelerated progress including:<br>SEND pupils<br>HA pupils      | Pupil premium children to make at least expected progress.<br><br>SEND children in receipt of PP will achieve their My Learning Plan Outcomes.<br><br>The number of PP pupils achieving age related expectations will increase (2019- reading: PP-%, Non PP-%, writing: PP-%, Non PP-%, maths: PP-%, |

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|           | Pupils with Concurrent Barriers to learning  | Non PP-%) and the differences will have diminished.<br><br>Detailed criteria will be found in the reading and writing school improvement priority action plans.   |
| <b>B.</b> | Pupils leave the EYFS being school ready, with an increased number of pupils meeting age related expectations in Communications areas of the Developmental bands. Pupils find it easier to converse and communicate easily with both peers and adults.<br><br>Pupils develop the ability to self regulate through the EYFS and KS1 in order to fully access learning provision through school. | A higher percentage of pupils leave the EYFS at age related expectations in CLL than in previous years.<br><br>A higher percentage of pupils leave Reception at Age related expectations or above in CLL than at Baseline.  |
| <b>C.</b> | For SEN PP children - appropriate intervention and provision is in place and the SENCo monitors the progress of these children in Pupil Progress Meetings.<br><br>HT and Assessment lead monitor the progress at PPM and set clear targets.  | All pupil premium children to make at least expected progress and non-SEN children to make above expected progress.<br>SEN children in receipt of PP will achieve their inclusion targets   |
| <b>D.</b> | For the PP children's attendance to improve.<br><br>Home/School mentor to monitor PP attendance and provide support to families who are finding getting children to school and on time difficult.  | Children who are in receipt of PP attendance will improve.<br>The percentage of children who are persistently late will decrease.   |
| <b>E.</b> | Parents will be interested and engage with their children's learning both in school and at home. Children are supported in school with homework etc. and intervention time is used to support children.<br><br>Parents have an active role in the school community.<br><br>Parents are encouraged to support their children in their learning at home.   | All parents actively involved in their child's learning.<br>For those that it still continues to be an issue - school to provide the support from within.   |
| <b>F.</b> | For pupils to have experiences of opportunities and life outside of their household and local community to aspire to achieving or being involved with.   | Pupils experience a range of opportunities in their time at Ashbourne Hilltop Primary. This includes their immersion in a broad cultural capital through the curriculum, but also in specific SMSC and other experiences designed to give scope to their imagination. |

## 5. Planned expenditure

Academic year: 2020/21

### i. Quality of teaching for all

| Desired outcome   | Chosen action / approach  | What is the evidence and rationale for this choice?   | How will you ensure it is implemented well?  | Staff lead                         | When will you review implement action? |
|---|---|---|--|------------------------------------|--|
| <p>A. To improve the number of pupil premium children achieving expected in reading and writing by the end of KS1.</p> <p>All PP pupils to make accelerated progress including:</p> <ul style="list-style-type: none"> <li>SEND pupils</li> <li>HA pupils</li> <li>Pupils with Concurrent Barriers to learning</li> </ul> | <p>Training and professional development for all staff.</p> <p>A. Phonics training on implementation of whole school approach.</p> <p>B. Talk for writing continued</p> <p>C. Questioning skills 2x DCC input</p> <p>D. Vocabulary training 1x DCC input</p> <p>Access to Digital Resources</p> <p>Access to high quality reading texts</p> | <p>National strategies outlined the three waves of intervention. The first and most important of these for all pupils is quality first teaching.</p> <p>EEF toolkit:</p> <p>Digital Technology: where learners use programmes or applications designed for problem solving or open-ended learning, increases progress by 4 months.</p> <p>High quality texts: Pupils who are taught a range of techniques which enable comprehension of the meaning in what they read increases progress by 6 months.</p> | <p>Investing in the development of all staff in line with school improvement priorities.</p> <p>Monitoring processes in line with school systems.</p> <p>Plan for all IT budget that sits in line with the improvement planning.</p> <p>Plan for all book and reading budgets to sit in line with English improvement priority planning.</p> | <p>SENCo/PP leader</p> <p>Head</p> | <p>Review termly</p>                   |
| B. Pupils leave the EYFS  | Family Resource Worker  | EEF toolkit:  | Inclusion, EHA and   | SEND Team                          | Termly                                 |

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| <p>being school ready, with an increased number of pupils meeting age related expectations in Communications areas of the Developmental bands. Pupils find it easier to converse and communicate easily with both peers and adults.</p> <p>Pupils develop the ability to self regulate through the EYFS and KS1 in order to fully access learning provision through school.</p> | <p>Nurture provision, Forest School, positive play, play leaders etc.</p> <p>Extra -curricular activities, residential , clothing, School trips.</p> <p>Supporting pupil financially to access important residential, in order to impact on emotional wellbeing.</p> <p>Other support from external agencies:</p>  | <p>Social and emotional learning: Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions. Increases progress by 4 months.</p>  | <p>safeguarding meetings will ensure no child or family is left unsupported.</p> <p>Monitoring of progress made by Nurture groups will be conducted using boxhall profiles and other systems by the SEND team.</p>   | <p>Head</p> <p>FRW</p>                                  |                  |
| <p>C. For SEN PP children - appropriate intervention and provision is in place and the SENCo monitors the progress of these children in PPM.</p> <p>HT and Assessment lead monitor the progress of PPM and set clear targets.</p> <p>Learning is accelerated and the GAP between disadvantaged and non-disadvantaged is reduced.</p>  | <p>Chrome books &amp; iPads</p> <p>Reading books (Supporting less able readers with access to a wider range of phonics based texts)</p> <p>Other support from external agencies:</p> <p>Accurate assessments feed more closely into classroom provision, focused group work and targeted interventions.</p> <p>Senior leaders to analyse end of year assessment information and develop intervention timetable for use from week 2, focusing on pupil premium children close to expected.</p> <p>At each assessment and pupil progress review, new intervention timetables and provision map completed reflecting the needs of these</p> | <p>Sutton Trust and EEF states that Social and Emotional Learning increases learning by 4 months</p> <p>Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>National strategies outlined the three waves of intervention. The first and most important of these for all pupils is quality first teaching.</p> | <p>Pupils progress meetings and performance management</p> <p>SENCo monitors provision and Individual Provision Maps</p> <p>Staff training on more detailed interaction with class data, ensuring teachers are more aware of the PP children and their gaps in learning.</p> | <p>HT</p> <p>Assessment lead</p> <p>SENCo/PP leader</p> | <p>July 2021</p> |

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|   | <p>pupil premium children.</p> <p>Time with intervention teachers/TAs to work on feedback support, embed good learning behaviours through modelling, enable children to make links across their learning and close the gaps with their peers</p> <p>More thorough pupil progress meetings to take place with Head Teacher. All staff working with the child to attend the pupil progress review. This will require release time for teachers and teaching assistants in order to commit to completing review fully.</p> |   |   |  |             |
| D. For the PP children's attendance to improve.   | <p>Family Resource Worker employed to monitor PP attendance and provide support to families who are finding getting children to school and on time difficult.</p> <p>Review of Attendance Policy and the strict following of processes available to the school in order to encourage good attendance of all pupils. This is to include using the processes in place to instigate the issues of fines from the county council   other routes for attendance improvement have been pursued with no improvement.</p>       | <p>EEF toolkit</p> <p>Transfer Teacher Guide: Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children.</p> | Home/School mentor to review attendance weekly to offer support to families.  | Family Resource Worker<br>HT                         | Half termly |
| E. Parents will be interested and engage with their children's learning both in school and at home. Children are supported outside of school with homework etc. and intervention time | <p>Family Resource Worker time used to engage the families with most barriers to school engagement.</p> <p>Parent Engagement Questionnaire to find out parents views.</p>   | <p>EEF toolkit</p> <p>Transfer Teacher Guide: Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children.</p> | <p>Quality assurance of the family resource worker.</p> <p>Increased number of parent questionnaires completed.</p> | HT<br><br>Parent engagement working party to include | July 2021   |

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| <p>is used to support children.</p> <p>Parents have an active role in the school community.</p> <p>Parents are encouraged to support their children in their learning at home.</p>   | <p>Family support worker to assist with parental/pupil engagement</p> <p>Early parent/teacher consultations.</p> <p>Parental workshops</p> <p>A variety of opportunities to learn alongside their child to include Stay and learn weeks and family learning days.</p> <p>Newsletters</p> <p>Getting ready for nursery group</p> <p>Free maths packs</p> | <p>Review of best practice in parental engagement</p> <p>Professional knowledge</p>  | <p>Increased attendance at parents evening and other special events.</p> <p>Parent link worker</p> <p>Support group set up</p>  | <p>SENCO,EYFS Coordinator,<br/>FRW and<br/>Parent link worker</p> |                  |
| <p>F. For pupils to have experiences of opportunities and life outside of their household and local community to aspire to achieving or being involved with. Improve attitudes towards learning through use of growth mindset work and self regulation learning.</p> | <p>For pupils to have experiences of opportunities and life outside of their household and local community to aspire to achieving or being involved with.</p> <p>Extra -curricular activities, residential , clothing,<br/>School trips.</p>  | <p>EEF:<br/>Aspiration interventions: The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy.</p> <p>Metacognition and Self-Regulation can positively impact on attitudes to learning and improve</p> | <p>Interventions used to deliver self regulation learning.</p> <p>Opportunities planned through the year to access a range of opportunities outside of pupils own community or local context.</p> | <p>Teaching staff</p> <p>Head to monitor</p>                      | <p>July 2021</p> |

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|  |  | progress rates by up to 7 months. |  |                            |            |
|  |  |                                   |  | <b>Total budgeted cost</b> | £35,543.10 |



| Area of expenditure   | Barrier Impacting on | Focus  | Allocation  |
|---|----------------------|--|---|
| Family Resource Worker  | B D E                | Parental support /engagement<br>Promotion of children's well being   | £7,100  |
| Forest School<br>1. Forest school leader<br>2. Teaching Assistant<br>3. Equipment   | B                    | Pupil wellbeing and self esteem<br>Reductions of anxiety   | 1. £1400<br>2. £1269.08<br>3. £500                  |
| Training and professional development for all staff.<br><br>A. Phonics training on implementation of whole school approach.<br>B. Talk for writing continued<br>C. Questioning skills 2x DCC input<br>D. Vocabulary training 1x DCC input | A                    | To improve the impact of teaching and learning for pupils.   | A. £1000<br>B. £500<br>C. £1000<br>D. £500          |
| Extra -curricular activities, residential , clothing, School trips.   | B F                  | To ensure children have access to all aspects of school life.  | £2,500  |
| Supporting pupil financially to access important residential, in order to impact on emotional wellbeing.<br>1. Residential costs<br>2. Costs of trips impacting on Wellbeing, self esteem and increasing experiences of culture           | B F                  | 1. Impact on inclusion in cultural experiences, wellbeing, self esteem and anxiety.<br>2. Impact on inclusion in cultural experiences, wellbeing, self esteem and anxiety. | 1. £1000 (Minimum 720 with new numbers)<br>2. £2000 |
| Chrome books & iPads  | A C                  | Daily access to ICT supporting Literacy, Numeracy and research skills.   | £1300   |
| Reading books (Supporting less able readers with access to a wider range of phonics based texts)  | A C                  | Access to high quality texts, and PM Books   | £1000   |

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| <p>Experienced Teaching Assistant hours</p> <ol style="list-style-type: none"> <li>1. Lego therapy</li> <li>2. Nurture/Positive Play training</li> <li>3. Nurture/Positive Play delivery</li> <li>4. Dinner-Time Play Leader</li> <li>5. ECAT</li> <li>6. OPAL Playtimes</li> </ol> |            | <p>Interventions</p> <ol style="list-style-type: none"> <li>1. Pupil wellbeing and self esteem<br/>Reductions of anxiety<br/>Communication skills</li> <li>2. Pupil wellbeing and self esteem<br/>Reductions of anxiety</li> <li>3. To structure dinner time play in order tt reduce pupil ccnflct and teach conflict resolution skills.</li> <li>4. Pupil wellbeing and self esteem<br/>Reductions of anxiety</li> <li>5. To impact on communication skills in EYs and Kay Stage 1.</li> <li>6. To structure dinner time play in order tt reduce pupil ccnflct and teach conflict resolution skills.</li> </ol> | <ol style="list-style-type: none"> <li>1. £2538.16 (4 hours/year @ £634.54)</li> <li>2. £1000</li> <li>3. £5076.32 (£2538.16 for 1 session (2TAs for 2 hours @ £634.54) x2)</li> <li>4. £2,595</li> <li>5. £634.54 (3x 20mins/week @634.54)</li> <li>6. £1000</li> </ol> |
| <p>Childcare</p>  | <p>E</p>   | <p>To enable attendance at parent workshops. Increasing parental engagement. To increase parent understanding of simple techniques and systems used in reading, writing and maths.</p>   | <p>£430</p>  |
| <p>Other support from external agencies:</p> <ol style="list-style-type: none"> <li>1. Behaviour Support Services</li> <li>2. Educational Psychologist Wellbeing support</li> </ol>   | <p>B C</p> | <ol style="list-style-type: none"> <li>1. Specific support around risk assessments and the writing of individual behaviour plans.</li> </ol>   | <ol style="list-style-type: none"> <li>1. £600</li> <li>2. £600</li> </ol>   |

|  |  |   |           |
|--|--|---|-----------|
|  |  | 2. Pupil wellbeing and self esteem<br>Reductions of anxiety |           |
|  |  | Total   | £35543.10 |