

Ashbourne Hilltop Primary and Nursery School Pupil premium & Recovery Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Ashbourne Hilltop Primary and Nursery School
Number of pupils in school	123 plus 22 nursery
Proportion (%) of pupil premium eligible pupils	39
Academic year that our current pupil premium strategy plan covers	2022/23
Date this statement was published	May 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Darren Hooley
Pupil premium lead	Darren Hooley
Governor / Trustee lead	Alison Cresswell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,475
Recovery premium funding allocation this academic year	£4,869
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	£53,344

Part A: Pupil premium strategy plan

Statement of intent

The intent of Ashbourne Hilltop Primary and Nursery School is that all pupils, regardless of their individual barriers to learning, make good progress and achieve the very highest possible attainment across all subject areas. The aim of this document and our wider premium strategy is to support our staff and pupils in achieving this goal. At Hilltop we believe that every pupil has the basic right to be given the tools and skills to achieve their own potential, including those pupils who are already higher attaining.

Here we will consider the challenges faced by our learners, especially those who are vulnerable and at risk of not making good progress. We will have particular focus on those disadvantaged pupils who currently require the most support due to a range of factors.

The best possible teaching will be at the heart of our approach for all pupils. This will have the greatest and most sustainable impact on the progress of those who have found the last 2 years a challenge to maintaining learning. In this way we can close the gaps in learning for our disadvantaged pupils, while also benefiting the non-disadvantaged pupils in our school. It is our intention to maintain and improve the progress of non-disadvantaged pupils alongside their peers.

Our efforts will initially focus most directly on the highlighted areas of concern for our vulnerable learners. This information has been gathered through our assessment practices and a range of other monitoring activities over the past year. The findings of this self-evaluation have also driven our school improvement planning. These school improvement plans sit alongside our premium strategy in order to support the effectiveness of both.

Initial baseline assessment information will drive our first approach to supporting accelerated progress. Objective level assessment has been introduced and this will be used to target areas of need. We will continue to utilise enhanced assessment information in order to respond quickly to the group and individual needs of our learners. In this way we can meld an initial proactive approach with an increasingly reactive one, in order to facilitate all pupils “keeping up”, rather than “catching up”, with year group expectations.

Our simple approach to maximising learning for all pupils will be based on the following key commitments:

- Ensure accurate and detailed assessment information is available for all pupils.*
- Utilise all available assessment information in order to ensure ALL PUPILS are challenged effectively in all areas of their learning.*

- *A “keep up” not “catch up” approach will see early intervention for those who have not understood a key concept. This will be most evident through the teaching of early reading and maths skills.*
- *Raise staff awareness of and expectations for disadvantaged learners.*
- *Continue to improve the quality of teaching in key subjects through school improvement planning.*

Challenges

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

Challenge number	Detail of challenge
1	Low prior attainment: Assessments and observations show that poor outcomes in previous phases mean that there are significant gaps in prior learning and understanding. This is most evident in early reading, writing and maths skills. Teaching staff will have to prioritise the teaching of some foundations in these areas in order to give a platform for future accelerated progress.
2	Key periods of missed schooling: School closures during key times in pupil development have had a significant impact on the progress of our disadvantaged pupils. Our assessment information, pupil discussions and observations show that there are portions of learning from previous years that are not secure. This prior knowledge is essential for embedding and applying new learning.
3	Early Communication and Reading Skills: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Assessments, observations, and discussions with pupils also suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Mental health, low confidence and poor self-regulation: Early Help and Safeguarding documentation shows that the disruption seen during the last 18 months has had a detrimental effect on the social and emotional wellbeing of all pupils. It is most significantly seen in our disadvantaged pupils however, with 40% currently receiving a form of early help from the school early help team.
5	Attendance: Tracking data shows that disadvantaged pupils have a lower average attendance than non-disadvantaged pupils (3.5% lower). This will have a significant impact on their progress. Information from early help documents shows that a significant proportion of this non-attendance is down to emotional need and family difficulties.
6	Low aspirations leading to lack of engagement with learning: Some of our disadvantaged pupils have expressed disinterest in school and learning, as

	well as showing a lack of acknowledgement that learning can have a positive impact on their life in the next phase of education and beyond.
7	Barriers to parental engagement and involvement in learning: Home life can have huge impact on the progress of pupils, both positive and negative. This can be academically, socially and emotionally. Our Early help involvement with a number of families, as well as information from parent consultations, engagement with in school parent sessions and in home learning activities, shows us that we have a core of families who are harder to reach and engage in support. It is evident that a greater percentage of disadvantaged parents do not engage in learning activities at home and are lacking the skills to support some learning activities.

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
Close gaps in learning from previous years, created by periods of disrupted learning and poor progress in previous years.	Pupils to have closed the gaps in learning from previous years and a greater percentage to be either on track or closer to being on track mid-year and end of year.
Boost the early communication and reading skills of those disadvantaged pupils who have under developed oral communications skills and those who have greater difficulty with phonic acquisition and application.	Early years assessment tracking shows improvement in early language skills. Phonics tracking using SSP tracking shows that gaps in phonic knowledge and application are being diminished.
Improve the emotional wellbeing and mental health of disadvantaged pupils.	Boxhall Profiles and Strengths and Difficulties Questionnaires (SDQs) to show that disadvantaged pupils receiving nurture, D&T therapy and family early help, have made progress in their SEMH. Scores should move positively through the year as a result of support.
Improve the attendance of disadvantaged pupils.	Attendance of disadvantaged pupils should increase from 92%, being closer to that of other pupils.
Increase the engagement of disadvantaged pupils with education and learning.	Anecdotal evidence shows that those pupils who are difficult to engage in learning are more engaged and their learning is beginning to accelerate.
Engage disadvantaged parents with school, supporting them with strategies to help their children learn at home and value the role education can play in the next phase in their life..	Engagement in parents evenings, in school parental engagement activities and various homework activities has increased.

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: £ 15,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
Involvement in the Derbyshire County Council Phonics Support Programme 2021-22 cohort. £1250	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 pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1 2 3
Investment in guided reading delivery and resources in order to improve the quality of our reading practice every day. £5000	There is significant evidence that early reading comprehension skills have a large impact on early reading skills. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Reading Comprehension strategies EEF Right Track Reading The Importance of Guided Reading	1 2
Purchase of standardised diagnostic assessments for maths. £2500 Training for staff to ensure assessments are interpreted and administered correctly. £1000	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 instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1 2

<p>Improvements in delivery of Little Wandle SSP. Monitoring of provision, assessment and training.</p> <p>£1500</p>	<p>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 pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 2 3</p>
<p>Subscription to diagnostic assessment in reading. LExplore</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>£500</p>	<p>These diagnostic tests for reading 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 instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1 2</p>
<p>Subscription to early diagnostic assessment in reading and maths, in addition to the learning tools to plug gaps and support accelerated progress.</p> <p>£450</p>	<p>These diagnostic tests for reading 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 instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1 2</p>
<p>Handwriting scheme purchased to structure the support for all pupils, but specifically those who have spent less time writing over the previous 2 years due to partial school closures. £235</p>	<p>There is limited evidence to suggest that handwriting interventions have a significant impact on writing composition in KS2 and less evidence for KS1. Some positive impact has been found for older pupils.</p> <p>Helping Handwriting Shine EEF</p>	<p>1 2</p>
<p>We will fund leadership time for our English lead to research, implement and monitor phonics and guided reading.</p>	<p>The leadership of our team is small with a large teaching commitment. It is our experience and the experience of other small schools that in order to implement and maintain improvement across multiple areas it is essential to</p>	<p>1 2</p>

£2500	develop the time to support implementation, train staff and monitor impact.	
<p>Training on the teaching of reading comprehension strategies and time for staff to deliver them.</p> <p>£500</p>	<p>There is significant evidence that early reading comprehension skills have a large impact on early reading skills. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>Reading Comprehension strategies EEF</p>	<p>1</p> <p>2</p>

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

Budgeted cost: £ 16,221.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>6 hours of targeted teaching assistant support (KS1), working to support those pupils who have identified gaps in prior learning. This is to pre teach and support in new learning in order to facilitate learning recovery.</p> <p>£3805.44</p>	<p>Research shows that TAs can provide a large positive impact if deployed strategically with planned interventions. This can provide a moderate impact for what is a moderate cost, but effective deployment will maximise this effect.</p> <p>EEF Teaching Assistant Interventions</p>	<p>1</p> <p>2</p>
<p>2 hours of targeted teaching assistant support (KS2) delivering proactive, planned interventions for those pupils who have gaps in learning from previous year group expectations.</p> <p>£1268.48</p>	<p>Research shows that TAs can provide a large positive impact if deployed strategically with planned interventions. This can provide a moderate impact for what is a moderate cost, but effective deployment will maximise this effect.</p> <p>EEF Teaching Assistant Interventions</p>	<p>1</p> <p>2</p> <p>3</p>

<p>2 hours of targeted teaching assistant support (KS2) delivering reactive interventions for those pupils who have not taken on new learning and are at risk of falling behind. This intervention is designed to facilitate keep up, rather than catch up.</p> <p>£1268.48</p>	<p>Research shows that TAs can provide a large positive impact if deployed strategically with planned interventions. This can provide a moderate impact for what is a moderate cost, but effective deployment will maximise this effect.</p> <p>EEF Teaching Assistant Interventions</p>	<p>1 2 3</p>
<p>Delivery of specific, planned interventions aimed at supporting a specific need, such as action words, Speech and language plans, memory magic. 2 hours a week.</p> <p>£1268.48</p>	<p>Research shows that TAs can provide a large positive impact if deployed strategically with planned interventions. This can provide a moderate impact for what is a moderate cost, but effective deployment will maximise this effect.</p> <p>EEF Teaching Assistant Interventions</p>	<p>1 2</p>
<p>Independent reading practice for all disadvantaged pupils each week. 5 classes x 2 hours a week.</p> <p>£6342.40</p>	<p>For those pupils who are still engaging in the learning of SSP strategies and those who are building their fluency towards better recall and comprehension, we know that practice and repetition is essential. We have identified that some of our pupils do not engage in learning outside of school and so their practice must be made up while in school. For this reason we aim to target several readers every day in order to boost their reading skills through practice and re reading of both unfamiliar and familiar books.</p>	<p>1 2 3</p>
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p>	<p>3</p>

spoken language skills. £1000	Oral language interventions EEF (educationendowmentfoundation.org.uk)	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. £1268.48	Phonics approaches have a strong evidence base indicating a positive impact on pupils, 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	3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1 2 3

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

Budgeted cost: £ 16,008.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil and Family Resource Worker employment working with families offering Early Help around parenting, emotional need, financial planning and	It is proven that effective early help can have a real impact on mental health, family stability, attendance, confidence and growth mindset among a range of other factors. All of these are known to have a significant effect on progress.	4 5 7

attendance. 3 hours per week £1902.72		
Drawing and talking delivery each week. 30 minutes per child each week, with a planned 8 children supported at a time. £2536.96	Testimonials from schools, parents and organisations such as the NHS and armed forces demonstrate that this therapeutic approach to mental health is effective across a range of issues for people of all ages. Drawing and Talking Drawing and Talking Why attend our Training?	4 5 6
Nurture Delivery 1 hour a week for 2 groups. £1268.48		4 5 6
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. £1,500	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
Embedding principles 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 and appointing attendance/support officers to improve attendance. £800	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount	All

£8000	of funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £ 47,664.92

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.

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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