

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	119 plus 14 nursery
Proportion (%) of pupil premium eligible pupils	38
Academic year that our current pupil premium strategy plan covers	2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
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	£55,290
Recovery premium funding allocation this academic year	£6,000
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	£61,290

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, but is also evident in key writing skills for key stage 2 pupils. 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. The school has been able to close some of these gaps in learning through high quality teaching and intervention, but more must be done.
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 3 years has had a significantly 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 (4.4% 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. This catch up intervention and high quality teaching will close gaps in prior learning and support progress across all areas.	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: £ 14,935

Activity	Evidence that supports this approach	Challenge number(s) addressed
Involvement in the Derbyshire County Council Phonics Support Programme 2023/24 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
Further investment in reading practice delivery and resources in order to improve the quality of our reading practice every day. Gaps in books for years 4+ to be closed, online reading scheme for KS2 to augment physical books £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
Repeated purchase of standardised assessments for reading, writing and maths. £2500 Training for staff to ensure assessments are interpreted and administered correctly.	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

£500		
Continued improvements in delivery of Little Wandle SSP. Monitoring of provision, assessment and training. £500	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
Subscription to diagnostic assessment in reading. LExplore Training for staff to ensure assessments are interpreted and administered correctly. £500	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1 2
Subscription to early diagnostic assessment in reading and maths, in addition to the learning tools to plug gaps and support accelerated progress. £450	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1 2
Handwriting scheme subscription 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	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. Helping Handwriting Shine EEF	1 2
We will fund leadership time for our English lead to research, implement	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	1 2

and monitor phonics and guided reading. £2500	maintain improvement across multiple areas it is essential to 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>Training from External reading specialist to improve teaching of specific reading skills through modelling and shared practice in KS2.</p> <p>£1,500</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>There is also evidence that supporting fluency and teaching specific comprehension strategies through modelling and supported practice improves reading in KS2.</p> <p>Improving Literacy in Key Stage 2 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 per week of targeted teaching assistant support (KS1+2), 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</p>	<p>Research shows that TAs can provide a large positive impact if deployed</p>	<p>1</p> <p>2</p>

support (KS1+2) delivering proactive, planned interventions for those pupils who have gaps in learning from previous year group expectations. £1268.48	strategically with planned interventions. This can provide a moderate impact for what is a moderate cost, but effective deployment will maximise this effect. EEF Teaching Assistant Interventions	3
2 hours of targeted teaching assistant support (KS1+2) 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. £1268.48	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. EEF Teaching Assistant Interventions	1 2 3
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. £1268.48	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. EEF Teaching Assistant Interventions	1 2
Independent reading practice for all disadvantaged pupils each week. 5 classes x 2 hours a week. £6342.40	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.	1 2 3

<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. (Not purchased last year due to number of interventions being implemented and trained in.)</p> <p>£1000</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>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Catch up sessions.</p> <p>£1268.48</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3
<p>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.</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p> <p>2</p> <p>3</p>

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

Budgeted cost: £ 18,813.60

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 attendance. 9 hours per week £5708.16	<p>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.</p> <p>It has also been shown that attendance has a significant impact on the attainment of pupils.</p> <p>The link between absence and attainment at KS2 and KS4 Gov.uk Blog</p>	4 5 7
Drawing and talking delivery each week. 30 minutes per child each week, with a planned 8 children supported at a time. £2536.96	<p>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.</p> <p>Drawing and Talking</p> <p>Drawing and Talking Why attend our Training?</p>	4 5 6
Nurture Delivery 1 hour a week for 2 groups. £1268.48		4 5 6
Continuation of whole staff focus and training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4

£500		
<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>£800</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>Fund to support Disadvantage pupils to access core experiences to improve attendance, improve vocabulary and close gaps in social understanding with peers.</p> <p>Including residential, club attendance, trip contributions, targeted intervention such as sensory experiences, additional transitional work and workshops designed to increase aspirations.</p> <p>£5,000</p>		
<p>Funding of wraparound care and attendance at afterschool clubs to improve attendance of persistent absentees</p>	<p>It has been shown that attendance has a significant impact on the attainment of pupils.</p> <p>The link between absence and attainment at KS2 and KS4 Gov.uk Blog</p>	

£5,000		
Contingency fund for acute issues. £8000	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 59,970.32

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 2022 to 2023 academic year.

Teaching (for example, CPD, recruitment and retention)

Phonics Screening Check results improved from 64% to 81% during this period at the end of year 1 and to 92% at the end of year 2.

Pupils are now able to access the correct level of challenge in their reading practise book and we are able to show fidelity to our chosen scheme. This has had a significant impact on the phonics attainment and progress in reading is good for KS1.

Standardised assessments are beginning to show the school where gaps are with individual pupils and across cohorts. This means that we can direct our teaching to close these gaps and plan for individual intervention when appropriate.

Difficulties in reading such as Dyslexia are being picked up at an earlier stage and adaptations put in place to support pupils in overcoming these.

Handwriting is beginning to improve and a full year of utilising a whole school scheme will have further impact.

Monitoring has been easier for leads and this has both reduced workload, ensuring retention of staff, as well as ensuring that phonics and reading have been monitored effectively.

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

Targeted intervention has had a positive impact on the progress of pupils in phonics, reading and writing.

Progress is shown to have been made in memory work, vocabulary and spelling for those in receipt of regular intervention in these areas.

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

We were not able to have the positive impact on PP attendance that we hoped for over the last year. We have positively impact on attendance, but this has meant we have seen an increase in the percentage gap between PP and Non PP pupils. Because of this we have increased our spend on Early Help Services and joined an attendance hub.

Pupils accessing Drawing and Talking and nurture provision, as well as emotional support work, are showing improvements in SDQ and Boxhall profile scores.

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