

# 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	Ainslie Wood Primary School
Number of pupils in school	405
Proportion (%) of pupil premium eligible pupils	18% (71)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	20-21, 21-22, 22-23
Date this statement was published	October 2021
Date on which it will be reviewed	September 22
Statement authorised by	
Pupil premium lead	Kerry Scott
Governor / Trustee lead	Marc Brown

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 95,309
Recovery premium funding allocation this academic year	£ TBC
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 95,309
Additional: Catch up funding allocation this academic year	£ 7,800

## Part A: Pupil premium strategy plan

### Statement of intent

Here at Ainslie Wood, we aim to identify and eliminate any potential barriers to pupils' ability to thrive in their future lives. Future success for our pupils includes academic success and the ability to interact successfully with themselves and others.

Our high expectations are delivered through a clear strategy designed to deliver a personalised learning journey for each pupil. Adults are supported to identify individual challenges and set plans to help the pupil overcome them. By working in this way, pupils who are supported with additional Pupil Premium funding at Ainslie Wood, regularly make significantly more progress than other PP pupils locally and nationally.

Our latest strategy is set to continue working in this way and has been adjusted to respond to the outcomes of the pandemic and the specific needs of the current cohort of additionally funded pupils.

### Challenges

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

Challenge number	Detail of challenge
1	Lower level experience in academic skills (Reading, Writing, Maths) and Aspiration
2	Social and Emotional Mental Health
3	Child Protection
4	SEND/Pupil Premium combination
5	Less opportunity to participate in the full curriculum and wider provision
6	Family engagement and support in 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
The level of academic experience in the relevant area/s has been increased	Pupils will have made accelerated progress or be attaining in line with non pp peers
Social and Emotional issues have been identified and barriers removed in order to access social situations and learning more effectively	The number and frequency of behaviour related incidents linked to SEMH have dropped Pupils have increased rates of progress or attainment
Pupils feel safe and secure in their home and school lives	Safeguarding systems evidence high level vigilance in logging and reporting Appropriate action has been taken swiftly and followed up in every relevant instance All requests and recommendations have been implemented
Pupils who are Pupil Premium AND SEND have not been disadvantaged by their personal combination of challenges	Pupils who live with one or more of the above challenges and also a diagnosed SEND are making accelerated progress or be attaining in line with non pp peers
Access to equipment, trips, extra-curricular clubs and wraparound provision is available to all	Pupils who are disadvantaged economically are fully participating in the whole school curriculum offer and addition provision
Pupils are able to be supported in their learning and development in their family setting	Parents and carers are engaging with the school and learning strategies and methods to support their child in formal and informal learning

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

## Teaching

While the quality of teaching (including strategies to support children who are additionally funded through Pupil Premium), is a primary driver in our strategy, the constant development of our staff is integral to our school and the way it works. For this reason, we do not allocate Pupil Premium funding to this area.

## Targeted academic support

Budgeted cost: £ 68,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND/Pupil Premium 1:1 intervention	<b>EEF Toolkit:</b> Evidence indicates that one to one tuition can be effective, providing <b>approximately five additional months' progress</b> on average. <b>High impact for moderate cost based on moderate evidence</b>	1 & 4
Mentee Mentor 1:1 tuition		1, 2 & 5
Speech and Language support		1, 4 & 5
Early Writing, Reading and Phonics Intervention Y1&2	<b>EEF Toolkit:</b> The <b>average impact of the small group tuition is four additional months' progress</b> , on average, over the course of a year. <b>Moderate impact for low cost based on moderate evidence</b>	1
Sentence structure, Comprehension, Accelerated Phonics and Maths Y1 & 2		1
Personalised Intervention Y4&6		1
Personalised Intervention Y5		1

## Wider strategies

Budgeted cost: £ 26,736

Activity	Evidence that supports this approach	Challenge number(s) addressed
Welfare and Pastoral support (Safeguarding and Social and Emotional Learning)	<p>EEF Toolkit:  <u><b>Social and emotional learning</b></u>            Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.  <b>Moderate impact for very low cost based on very limited evidence</b></p>	2, 3 & 4
Pupil Premium Champion to support pupils and engage parents	<p><b>EEF Toolkit:</b> The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.  <b>Moderate impact for very low cost based on extensive evidence</b></p>	1 & 6
Additional equipment, trips, extra-curricular clubs and wraparound provision costs covered where necessary	<p>EEF Toolkit:  <u><b>Arts Participation</b></u>            Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, <b>about an additional three months progress</b>.  <b>Moderate impact for very low cost based on moderate evidence</b>  <u><b>Physical Activity</b></u>            There is a small positive impact of physical activity on academic attainment (<b>+1 month</b>). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.            There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.  <b>Low impact for very low cost based on moderate evidence</b></p>	2 & 5

**Total budgeted cost: £ 95,309**

## 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Our internal tracking of progress shows that despite the COVID period:

- Pupil Premium pupils have made greater than national average progress in reading, writing and maths this year
- Pupils who are both SEND AND Pupil Premium have made greater progress on average than those without SEND
- Engagement tracking over the lockdown period showed a PP average engagement level of over 80% regularly attending sessions and handing in learning for assessment

Our most up to date (2019) published data shows:

- 80% of PP pupils in EYFS achieved the expected level or higher by the end of Reception (65% local)
- 100% of PP pupils in Year 1 passed the phonics screening (compared to 80% local)
- 90% of PP pupils in KS1 achieved the required standard or higher in Reading, Writing and Maths (local 62%)
- 100% of KS2 pupils achieved the required standard or higher in Reading, Writing and Maths (local 61%)

### Externally provided programmes

Programme	Provider
Mentee Mentor	Migrant Leaders