

Ainslie Wood Primary School

This strategy is based on the long-term approach to pupil premium planning recommended by the Department for Education (DfE) and the Education Endowment Foundation (EEF)

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils for 2022-2023 Academic Year.

Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Priorities Plan (SDP). This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Our school vision is by 2025, Ainslie Wood will be a world class centre of excellence in creating and delivering a truly child centred, age specific, whole education which continues to Inspire Active Learning and Exceed Expectations. Practice will be continuously developing as we learn through a range of trials, collaborations and world class sources and we will be regularly sharing our findings and practice with others; locally, nationally and internationally.

The continuous development of all staff will be facilitating the growth of inspirational leaders who support aspirational learners through a holistic curriculum which provides ample opportunity and a trusting, safe and secure environment in which our children and staff have the freedom to make choices and take risks. All learning will be relevant and focused on developing real life skills in real life contexts in a bid to ignite passions, create experts and develop future leaders.

Our school will be proud to be a central point in the community which supports, engages and works with its members in a range of ways. We will be the first choice school for our local community as they recognise us as an environment which creates valuable, contributing members of the local and global communities and one which and one which actively promotes equity and anti-racist practices while cherishing and cultivating the potential in everyone.

We recognise that some of the strategies we are utilising are tackling some of the hidden barriers to achievement – and we are investing in preparatory work to enable children to get into good learning routines. Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the

interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

In 2022/23 our intention is to provide an inspirational teaching and learning environment with outstanding education and wider opportunities, to all children (disadvantaged or not). Our goal is that no child is left behind socially, or academically, because of disadvantage. We provide an exciting and motivating curriculum, matched to the needs of each pupil, whilst maintaining high expectations. We raise lifelong aspirations and focus on removing barriers to learning and achieving excellence.

This statement outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	402
Proportion (%) of pupil premium eligible pupils	17% (70 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	22-23, 23-24, 24-25
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	
Pupil premium lead	Kerry Scott
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 123,930
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£123,930
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£123,930

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 (Fits Curriculum in our 3 Cs <i>priorities</i>)
2	Family engagement and support in learning activities. (Fits Community in our 3 Cs <i>priorities</i>)
3	Social and Emotional Mental Health
4	Child Protection
5	SEND/Pupil Premium combination (Fits Consistency in our 3 Cs <i>priorities</i>)

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 2022-2023

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

Teaching CPD, recruitment and retention

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment - Quality teaching	<p>EEF Toolkit:</p> <p>The Education Endowment Foundation has commissioned this as a conceptual review on the topic of teacher quality, with a focus on the recruitment and retention of skilled teaching personnel.</p> <p>Research suggests that teacher quality is a key influence on pupil attainment (Coe et al., 2020), second only to pupil background (OECD, 2015) and that sustained access to high quality teachers is a significant challenge in England: 30% of teachers leave the profession within the first five years and 40% leave within 10 years (Long & Danechi, 2022). Recruiting and retaining high quality teachers in disadvantaged schools is a particularly urgent need (see also Tereshchenko et al., 2020 and House of Commons, 2017). There are existing reviews of quantitative studies of teacher quality (Bradford et al., 2021) and on 'what works in attracting and retaining teachers in challenging schools and areas' (See et al., 2020).</p>	1,3 & 5
CPD Trauma Informed	<p>EEF Toolkit:</p> <p>Every pupil should have a supportive relationship with a member of school staff. Understanding a pupil's context will inform effective responses.</p>	2,3,4&5

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

Budgeted cost: £ 43,700

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

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Welfare and Pastoral support (Safeguarding and Social and Emotional Learning)	<p>EEF Toolkit: <u>Social and emotional learning</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. Moderate impact for very low cost based on very limited evidence</p>	2, 3 & 4
Attendance Management	<p>EEF Toolkit: <u>Social and emotional learning</u> Education Endowment Foundation (2022) Attendance Interventions, Rapid Evidence Assessment, London: Education Endowment Foundation. Many approaches to improving attendance do not have a specified "intervention" but instead aim to be responsive to the reasons for low attendance by an individual pupil. These approaches are often multi-component and may involve one to one support for the pupil that has low attendance. One of the key characteristics across all of these approaches is monitoring and identification of pupils that need attendance support and the reasons for low attendance. Some of the approaches combine the targeting of barriers with the positive re-enforcement of good behaviour. Moderate impact for very low cost based on limited evidence</p>	1,2,3,4&5
Pupil Premium Champion to support pupils and engage parents	<p>EEF Toolkit: 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. Moderate impact for very low cost based on extensive evidence</p>	1 & 5
Additional equipment, trips, extra-curricular clubs and wraparound provision costs covered where necessary	<p>EEF Toolkit: <u>Arts Participation</u> Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Moderate impact for very low cost based on moderate evidence <u>Physical Activity</u> There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils</p>	2 & 5

	<p>access to high quality physical activity for the other benefits and opportunities it provides.</p> <p>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</p> <p>Low impact for very low cost based on moderate evidence</p>	
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Total budgeted cost: £ 118,700

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

- 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 (2021-2022) published data shows:

- 92% of PP pupils in Year 1 passed the phonics screening (compared to 82% local)
- 86% of PP pupils in KS1 achieved the required standard or higher in Reading, Writing and Maths (local 73%)
- 79% of KS2 pupils achieved the required standard or higher in Reading, Writing and Maths (local 69%)
- Our GAP data shows overall achievement of Pupil premium 71% , Non-Pupil premium 75%
- 78% of PP in EYFS achieved GLD

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider