

# Ashford Oaks Pupil premium strategy statement 2021-2024

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   | Ashford Oaks               |
| Number of pupils in school  | 466                        |
| Proportion (%) of pupil premium eligible pupils   | 50%                        |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024                  |
| Date this statement was published   | 22 <sup>nd</sup> June 2022 |
| Date on which it will be reviewed   | September 2023             |
| Statement authorised by   | Rob Cooke                  |
| Pupil premium lead  | Phil Chantler              |
| Governor / Trustee lead   | Theresa Dickens            |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £290,140 |
| Recovery premium funding allocation this academic year  | £35,039  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0.00    |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £325,179 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Ashford Oaks our aim is that all pupils, irrespective of background, are successful. We target good progress and high attainment in every subject across our broad curriculum. Equity is central to our school ethos and the pupil premium plan and the strategies outlined in this target are focussed on supporting disadvantaged pupils to achieve this target.

Staff and governors have considered the challenges faced by vulnerable pupils and in particular the impact of relative poverty. However, the delivery of this plan will support all pupils regardless of the challenges and level of disadvantage a child and their family face.

In order to meet our intended outcomes, since spring 2021, we have adopted **evidence informed practice** with **professional expertise** driven by **evidence-based approaches** outlined in their broadest sense by the KCC and Pupil Premium Select Committee (2018) [kent.gov.uk/Pupil-Premium-report](https://kent.gov.uk/Pupil-Premium-report) and the Education Endowment Foundation's Teaching and Learning Toolkit [Education Endowment Foundation. Teaching and Learning Toolkit](https://educationendowmentfoundation.org.uk/teaching-learning-toolkit)

After consultation with staff in May 2021 we adopted a set of teaching principles that are based on a **quality first** approach. The document produced, **CLAD** (**C**hallenge, **L**earning [Behaviours], **A**ssessment and **D**riving [Progress]) is used to support teacher expectations and informs our monitoring, evaluation and appraisal cycles. Accurate, timely assessment and not assumptions based on prior attainment or disadvantage inform provision for individual needs and common challenges.

We recognise that without strong **pastoral support** children are unlikely to thrive academically and as a consequence we work closely with children, families and external agencies to ensure wellbeing is supported effectively.

Our strategies complement each other. In order to ensure that they are effective we will ensure that:

- Pupils are well taught members of inclusive classrooms with equality of access to the class teacher.
- Through a process of Pupil Progress Meetings and SEN referrals there will be the opportunity to given additional support at the earliest possible opportunity.
- Governors will oversee this plan and SLT will invite its scrutiny through our Improvement and Senior Improvement Adviser monitoring visits and and peer reviews with our collaboration.

## Challenges

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

| Challenge number   | Detail of challenge  |
|--|--|
| 1  | Baseline assessments reveal our disadvantaged pupils have lower levels of Communication and Language upon entry into EYFS and that this impacts upon all aspects of future learning.   |
| 2  | Historic and current assessments reveal greater difficulties in acquiring phonics skills for our disadvantaged pupils and this negatively impacts upon other aspects of communication and literacy, especially reading.  |
| 3  | Historic and current assessments reveal greater difficulties with Literacy skills for our disadvantaged pupils and this negatively impacts upon their access to the wider curriculum.  |
| 4  | Historic and current assessments reveal greater difficulties with Numeracy skills for our disadvantaged pupils and this negatively impacts upon other aspects of communication and literacy, especially reading.   |
| 5  | Our disadvantaged pupils experience a lower level of cultural capital and due to Literacy and Numeracy difficulties are less able to access Foundation subjects and Science within the curriculum  |
| 6  | <p>Attendance data over the last three years indicates that attendance amongst disadvantaged pupils has been between 1.9 and 3.5 percentage points lower per annum than their non-disadvantaged peers.</p> <p>34.6% of disadvantaged pupils have been persistently absent compared with 14.9% of non-disadvantaged pupils. Data analysis and observations indicate that absenteeism negatively impacts disadvantaged pupils' progress.</p> |
| 7  | Analysis of data reveals that 71.6% of pupils supported 1:1 by our Pastoral Support Team are disadvantaged. This finding together with observations indicates our disadvantaged pupils are more likely to have issues relating to Social, Emotional and Mental Health and allied wellbeing issues. Our disadvantaged pupils are entering the school with low levels of Personal, Social and Emotional Development.                         |
| All of the above challenges have been significantly exacerbated for our disadvantaged pupils by the pandemic and this is most apparent for new entrants in EYFS. |  |

## 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   |
|--|--|
| Narrow word gap between disadvantaged and non-disadvantaged peers in EYFS.   | Assessments and observations indicate improved language for disadvantaged pupils. This will be seen in our Early Learning Goal outcomes.                       |
| Significantly improve phonics skills from starting points for disadvantaged pupils in EYFS and KS1   | Assessments, observations and Phonics Screening to reveal improved outcomes for all disadvantaged pupils.  |
| Improve levels of Literacy across the school for disadvantaged pupils  | Assessments and observations indicate improved language for disadvantaged pupils. This will be seen in our end of Key Stage Statutory Assessments.             |
| Improve levels of Numeracy across the school for disadvantaged pupils  | Assessments and observations indicate improved numeracy for disadvantaged pupils. This will be seen in our end of Key Stage Statutory Assessments.             |
| Improve skills across all Foundation subjects and Science, taught within a broad and balanced curriculum   | Assessments and observations indicate improved numeracy for disadvantaged pupils. This will be seen in our end of Key Stage Statutory Assessments for Science. |
| Narrow attendance gap between disadvantaged and non-disadvantaged pupils.  | FFT and in-house data to reveal that all of our pupils' attendance and rates of persistent absenteeism are improved.   |
| Ensure that support is in place for all pupils who have been identified as requiring help with SEMH and that readiness for learning improves for disadvantaged pupils. | Observations reveal improved SEMH levels.  |

## 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: **£82,923**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Follow EYFS curriculum and guidance from EEF EYFS Toolkit, ensuring that the environment and opportunities for learning are bespoke to the needs of the children</p>   | <p>Effectively training staff in the principles outlined in documentation linked to the EEF EYFS toolkit has been shown to improve outcomes for disadvantaged pupils</p> <p><a href="#">Early Years Toolkit. Education Endowment Foundation.</a> All staff have been trained in Every Child a Talker principles and in strategies to tackle the word gap. As part of her research for developing our provision our EYFS Leader studied a variety of evidence bases including <a href="#">Supporting language development in the early years   Croner-i</a> and <a href="#">Special Initiatives to Boost Early Language Development and Communication - Education Policy Institute</a></p> | <p>1, 2, 3, 4, 5</p>          |
| <p>Adoption of a knowledge rich and carefully sequenced curriculum</p>  | <p>The importance of well sequenced curricula underpinned by strong subject sequencing in supporting disadvantaged pupils is outlined in a series of DfE documents <a href="#">DfE Curriculum Reviews</a> implemented with close adherence to the EEF toolkit</p>   | <p>6</p>                      |
| <p>Purchase of a whole class <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils, with catch-up interventions to ensure no pupil falls behind..</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> The whole class approach that we have adopted is in keeping with EEF guidance indicating the negative impact of setting on progress especially for disadvantaged pupils <a href="#">Setting. Toolkit Strand. Education Endowment Foundation.</a></p>   | <p>2</p>                      |
| <p>Embed and refine reading comprehension and writing strategies</p>  | <p>Effective reading comprehension have been shown to have a very effective impact on the progress of all pupils</p> <p><a href="#">Reading Comprehension. Toolkit Strand. Education Endowment Foundation.</a> Our program, Destination</p>   | <p>4</p>                      |

|   |   |   |
|---|---|---|
|   | <p>Reader, is highly effective and we have responded to advice outlined in research from OU to optimise its efficacy <a href="http://oro.open.ac.uk/75100/Report.pdf">oro.open.ac.uk/75100/Report.pdf</a> [NB it is not possible to hyperlink this document]</p> <p>Our structured approach to developing writing is based on EEF principles<br/> <a href="http://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>  |   |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of DfE guidance.</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:<br/> <a href="http://maths.guidance.ks1and2.publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:<br/> <a href="http://improvingmathematics.org.uk">Improving Mathematics in Key Stages 2 and 3</a></p> <p>The well-sequenced scheme of work adopted in the White Rose programme used at Ashford Oaks follows principles outlined in these documents.</p> | 5 |

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

Budgeted cost: **£100,164**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| In-school tutoring delivered part of our catch-up programme | <p>Small group tutoring with trained teachers is an effective way to improve outcomes for disadvantaged pupils</p> <p><a href="#">Small Group Tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | 1, 2, 3, 4                    |
| Wide range of SEN interventions                             | All interventions have been reviewed for efficacy in light of EHCP recommendations and the EEF Intervention Health check.   | 1, 2, 3, 4, 5                 |

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

Budgeted cost: **£133,013**

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> 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>Evidence of the efficacy of the strategies that we are using is outlined in</p> <p><a href="#">Attendance Interventions. Education Endowment Foundation.</a></p>   | 6                             |
| <p><i>Wellbeing and behaviour programmes delivered by teaching staff and our Pastoral Support Team</i></p>   | <p>There is considerable evidence that wellbeing and behavioural interventions support disadvantaged pupil to meet their target outcomes <a href="#">Three reasons why schools should offer mental health interventions. Early Intervention Foundation..</a></p> <p><a href="#">Behaviour   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | 7                             |

**Total budgeted cost: £ 316,100**

## 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.

|   |     |         |     |       |     |
|---|-----|---------|-----|-------|-----|
| The proportion of children, across the school, working at disadvantaged children working at Age Related Expectation was lower than for non-disadvantaged. |     |         |     |       |     |
| Reading   | 69% | Writing | 59% | Maths | 74% |
| Reading   | 82% | Writing | 81% | Maths | 86% |
| Attendance for disadvantaged pupils was lower 91% than for non-disadvantaged 96%.   |     |         |     |       |     |

### Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information:*

| Measure  | Details  |
|--|--|
| How did you spend your service pupil premium allocation last academic year?    | Both of our Service children are subject to EHCPs.                     |
| What was the impact of that spending on service pupil premium eligible pupils? | There has been good progress against EHCP targets and Boxall Profiles. |