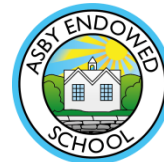


Pupil premium strategy statement 2024 – 2025



School overview

Detail	Data
School name	Asby Endowed School
Number of pupils in school	17
Proportion (%) of pupil premium eligible pupils	5.88%
Academic year(s) covered by this statement	2024 - 2025: Part A 2023 – 2024: Part B
Date this statement was published	29 th December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Michelle Clark
Pupil premium lead	Michelle Clark
Governor lead	Governor Curriculum and Pupil Progress Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2,960.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£2,960.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Asby Endowed School is to ensure all our children, whatever their circumstances get the education they deserve. All we want for our children is to move through all the transitions in their lives with choices. It all starts with us, if a child is shaped by seven years old it is up to us to ensure they all have a good start to their education and we instil a good attitude to learning by making it fun, interesting and attainable to all. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Quality first teaching is at the heart of our teaching and learning ethos, this ensures all children regardless of background or need gets the same high-quality access to their learning. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. The intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We strive to develop pupils' skills, knowledge and understanding across *all* subjects. We develop resilience through trips (such as our Wilderness) as well as explicit teaching of strategies (using a metacognitive approach) to tackle even the greatest of learning challenges. In a mixed-age class, flexible grouping is embedded and teachers ensure that children meet appropriate challenge in each task. Where a child has not succeeded, the teacher is aware due to ongoing assessment and support is put in place, such as the use of teacher-led intervention at lunchtime.

Children are individuals and require different types of support in order to meet their potential. Through assessment, we seek to understand pupils' differences and strive to understand barriers to learning. Adaptive teaching is how we provide tailored support to those who need it. The Education Endowment Foundation suggest 5 key strategies that can help learners:

- **Explicit instruction** denotes explanations which are clear. Modelling and frequent checks are used in order to ensure understanding. This could include guided practice, where the teacher will work with children as part of a group before they approach a task independently.
- **Cognitive and metacognitive strategies** are the range of approaches required to transfer content into pupils' long-term memory. Children should have an awareness of their own learning as well as the opportunity to plan, monitor and evaluate.
- **Scaffolding** relates to the range of supportive tools that can reduce cognitive load and provide structure. For example, a writing frame may be used in English or a partially completed example (gap fill) may be provided in other subject areas. **The aim is to reduce scaffolding throughout the academic year.**
- **Flexible grouping** is the allocating of groups temporarily, based on their mastery of a particular concept. This could be a group coming together to discuss a particular misconception, such as homophones, before rejoining the rest of the class. This works well in a mixed-age class, where there is the opportunity for children with weak foundational understanding to go back a step and review previous year groups' targets.
- **Technology** can remove barriers to learning and promote independence. In writing, children can word-process in order to make editing and formatting less arduous. The ability to pan and zoom on iPads can help learners to read text that might otherwise be too small. In maths, a calculator can reduce the cognitive load of completing a written method by removing the need to perform mental maths.

Achieving our objectives

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers and teaching assistants with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition.
- Target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences etc.
- Provide opportunities for all pupils to participate in enrichment activities including sport art and music.
- Provide appropriate nurture support to support pupils in their emotional and social development.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Progress in Reading – we have noticed through subject reviews, parent-teacher meetings, pupil review meetings and tracking that we are having to do reading interventions with increasing numbers of children.
2	Progress in Writing - we have noticed through subject reviews, parent-teacher meetings, pupil review meetings and tracking that our children are not progressing and retaining the skills needed. We want to embed the love for writing.
3	Progress in Mathematics - we have noticed through subject reviews, parent-teacher meetings, pupil review meetings and tracking that we are having to do Maths interventions with increasing numbers of children especially now in KS2.
4	Progress in Reading - we want to ensure our guided reading has a bigger impact on our reading throughout the school.
5	Well-Being - To be able to implement all the above we need to ensure all our children have strategies to cope with their feelings of anxiety around all areas of their lives. Ensure children have access to a wider variety of opportunities.

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
Improved oral language skills and vocabulary for all pupils in our school, particularly our disadvantaged pupils.	Assessments, observations and child's confidence indicate improved speech and language skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment for all pupils in our school, particularly our disadvantaged pupils.	Through pupil review meetings, when looking at assessment data in groups to ensure our disadvantaged children meet the expected standard in reading.
Improved maths attainment for all pupils in our school, particularly our disadvantaged pupils at the end of KS2.	Through pupil review meetings, when looking at assessment data in groups to ensure our disadvantaged children meet the expected standard in Maths.
To achieve improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Using Jigsaw PSHE to help us teach our children the strategies then need to be able to cope with their emotions. To know their emotions are ok to have and discuss. Pupil voice, parent voice and teacher observations used and discussed within staff meetings. Using ELSA interventions.

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: £00.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support and deliver targeted maths work in order to close and ensure fluency.	The Maths subject lead and the SENDCo are tracking the interventions to ensure this approach is successful. We have pupil progress meetings to ensure we are targeting the right children at the right time to have the biggest impact.	3
To support and deliver targeted literacy work in order to close the gap and ensure the children to make expected progress	The English subject lead and the SENDCo are tracking the interventions/classroom support to ensure this approach is successful. We have pupil progress meetings to ensure we are targeting the right children at the right time to have the biggest impact	1,2 & 4

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

Budgeted cost: £2960.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed guided reading alongside the curriculum	Improving readiness to learn for the most disadvantaged pupils and ensuring our school has the resources to diminish the gaps. We conducted impact studies using in school data, parent voice and pupil voice to gain an insight into the gaps in learning. We looked at our current curriculum and redesigned. We took it as an opportunity to redesign some of our curriculum and how we implemented it. Using pupil voice, parent voice and staff voice we started with our intent then at our implementation and how we expected or saw impact.	1, 2 & 4

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

Budgeted cost: £00.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Art	Continue to work with NISCU to provide art, drama, poetry etc opportunities.	5
Sport	Continue to be involved in sporting competitions with EVA & ERA schools.	5

Total budgeted cost: £2960.00

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 2023 – 2024 academic year.

It is felt that looking exclusively at data in a small school does not tell the full story of impact.

Alongside statutory data, internal assessments took place termly followed by a staff meeting where we tracked and made decisions about 'all' our pupils needs and gaps in learning. We ensured that our pupil premium children were clearly identified and highlighted in our tracking.

We strongly felt that the best way to support our pupil premium pupils was through high quality teaching and timely small group support in areas of need. 100% of our pupil premium have had intervention/small group support when needed. When placing children in intervention groups, senior leaders prioritised pupil premium children, for example, even when they were borderline discussions and rationale was given. We also had timetabled session where addressed any difficulties or misconceptions in learning. Pupil Premium pupils are prioritised for this available time.

In a small school, we know our families well and can handle situations sensitively and have a personal approach. We supported our pupil premium families with for example extra meetings e.g. regarding attendance, subsidising trips and residentials and providing uniform.

The school has an excellent range of experiences for pupils e.g. Wilderness Days and Expedition, Bolton Wanderers FC, Houses of Parliament, Eden Rock etc. 100% of pupil premium children participated in the residential to Hawes End at a subsidised cost.

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
Spelling Shed	
Times Tables Rock Stars	
Sound-Write	
Maths Shed	
ClickView	