



SHINE BRIGHT ★ REACH FOR THE STARS

Pupil premium strategy statement 2021-2024

Review and updates to this strategy in green at start, mid-year and end year review points (November, March and July) and are kept as a working document. This is the final review document for academic year 2012-2022 as of July 2022.

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 2021-2022

Detail	Data
School name	Ashton Keynes Primary School
Number of pupils in school	221
Proportion (%) of pupil premium eligible pupils	7% (15 children)
Academic year/years that our current pupil premium strategy plan covers	2021 – 2022 2022 – 2023 2023 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Samantha Saville (Headteacher)
Pupil premium lead	Jade Smith
Governor / Trustee lead	Jon Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,165
Recovery premium funding allocation this academic year	£2,175
Pupil premium funding carried forward from previous years	£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	£22,340

Part A: Pupil premium strategy plan

Statement of intent

At AKPS our vision is ‘*Shine Bright, reach for the stars*’ and we believe that every child should be entitled to the best education and be able to thrive (shine) regardless of any disadvantage. We make careful decisions about the funding provided for our disadvantaged and use research and strategies learned to ensure our spend is highly effective and impactful. We have a ‘finger on the pulse’ approach so that we are aware of each individual child’s needs and can provide intervention at the point of need to support our learners. We look holistically at achievement within the wider curriculum and beyond the curriculum rather than just in the core subjects and ensure our children have access to high quality resources, rich texts and vocabulary and life experiences they may not otherwise encounter. We are aspirational for our pupils and want to inspire them and provide them with the tools and drive (reach) to challenge their aspirations and drive succeed now and in the future.

Common barriers to learning for disadvantaged children can be:

Due to their family circumstances some families find it hard to offer support at home, some pupils need to develop their vocabulary and communication skills, sometimes pupils’ lack confidence and self-esteem may be low, pupils may display behaviour difficulties, sometimes financial disadvantage may limit the experiences/opportunities available to the families, accessing food, clothing and devices, sometimes there may be a lack of aspiration, a sudden change in circumstances (loss of job/ family separation) leading to disadvantage can affect emotions, mental health and emotional needs. There can be concerns around attendance and punctuality. There may also be complex family situations that prevent children from flourishing including safeguarding.

The challenges are varied and there is no “one size fits all” which is why we endeavour to champion every child as an individual and understand their needs to ensure we enable them to flourish and shine both as citizens and academically for now and in the future.

We believe that all children, no matter their circumstances, have a right and deserve to experience all that life offers. *John 10:10, “That they shall have life, life in all its fullness.”*

Principles

- We ensure that high quality teaching and learning opportunities meet the needs of all our pupils
- We ensure that appropriate ‘finger on the pulse’ provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are continuously assessed and addressed and we are relentless in this drive
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will endeavour to ensure the pupil premium funding reaches as many of these children as possible and endeavour to ensure those who could be eligible are supported to apply to receive the funding.

Demography and School Context

Ashton Keynes Primary School is a one form entry school in Wiltshire. It is a rural village school which is not in an area of high deprivation but within its catchment and wider areas it draws pupils from some areas of deprivation.

Ultimate Objectives

- To narrow and ultimately eliminate the attainment gap between disadvantaged and non-disadvantaged pupils within the school.

- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation or above by the end of Year 6 and eventually achieve GCSE's in English and Maths.
- To ensure all disadvantaged pupils have access to a full and rich 'Shine Curriculum' to enrich the experiences of vulnerable pupils to raise self-esteem and aspirations for now and for the future

Achieving These Objectives

The range of provision for this group include and would not be limited to:

- 1-1 support
- Use of known Tutor Mentors
- Additional teaching and learning opportunities provided through trained HTLAs and class teachers
- Use of pre and post teaching techniques for a 'finger on the pulse' approach to learning and support/challenge which is bespoke to the individual
- Specialist Art Teaching, enabling small group/ 1:1 work with an experienced teacher focussed on overcoming gaps in learning
- Pupil premium resources are to be used to target able children on Free School Meals to at least achieve Age Related Expectations and to make at least expected progress.
- ELSA support to build self-esteem and work on emotions
- Dedicated in house trained speech and language therapy professionals to support with processing and speech and language development
- Access to a rich range of texts across the curriculum to build vocabulary, reading skills and experiences
- Forest school to support problem solving, resilience and outdoor learning and awareness of the world
- Joint leadership work of the Disadvantaged Lead with SENDco (Special Educational needs lead) to work on providing best strategies to support pupils who are both disadvantaged and SEND (Special Educational Needs)
- Transition from primary to secondary and transition internally and into EYFS.
- Funding educational visits, residentials and experiences
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support to attend breakfast club should this be required to ensure a smooth start to the day
- To allow the children to learn a musical instrument

This list is not exhaustive and will change according to the needs and support our pupil premium pupils require.

Challenges

This details the key challenges to achievement that we have identified among our pupil premium pupils at Ashton Keynes CE Primary School.

Challenge number	Detail of challenge
1	Gaps in essential skills or learning for example basic skills in Maths, spelling, phonics that are preventing children from working at Expected level or Greater Depth.
2	High speech and language need in EYFS, children entering EYFS with lower levels of speech & language than previously seen and a more limited vocabulary. Difficulties listening, understanding & communicating which impact on all areas of children's progress and development.
3	Family support and Social Service involvement
4	Emotional wellbeing/children not being in a learning frame of mind / ready to learn or be resilient

5	For some pupils complicated special educational needs in addition to disadvantage
6	Attendance including lateness and persistent absence

Intended outcomes September 2021-2024

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
Y1 Phonics screening test to be passed by pupils who are pupil premium with no additional needs	100% of pupil premium pupils with no additional needs to pass the phonics screening test.
Phonics screening test to be passed by pupils who are pupil premium and SEND	At least 75% of pupil premium SEND pupils to pass the phonics screening test with the exception of some EHCP who are working well below age expectations from low starting points and with complex needs
Pupils who are Pupil Premium EHCP will make excellent progress from starting points	100% of pupil premium EHCP pupils will have made better than expected progress from starting points evident in books and data even if they are not able to reach the expected level for their age by the end of KS2
The attainment of our pupil premium pupils with no additional needs is at expected levels or higher in reading, writing and maths	Data shows that accelerated progress is made over the three years. Attainment shows at least 100% of our pupil premium pupils with no additional needs are working at expected levels or higher by the end of the three years.
Our pupil premium pupils are engaging with mastering early number and times tables practise	Times table tracking data will show increased progress over time for our pupil premium pupils. 100% of all our d pupil premium pupils (non-SEND) in Year 4 will pass the Multiplication Tables Check
Attendance of our pupil premium pupils is above 97% and pupils are on time to school	Attendance is 97%+ for pupil premium pupils and lateness not an issue. Any individual genuine COVID related/ illness absence is accounted for within the context of this.

Activity in this academic year (Year 1 2021-2022)

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)

We have used research from EEF as a basis: <https://educationendowmentfoundation.org.uk>

We have used The EEF Guide to the Pupil Premium—Autumn 2021 document as a starting point to write an effective strategy

Budgeted cost: £8,665

Activity	Evidence that supports this approach
<p>Speech and Language trained TAs to screen all children on entry to EYFS with Clearwater Phonology Screening Assessment and provide in house tailored Speech and Language programmes, with a focus on oral and receptive language</p>	<p>EEF - Oral language interventions refer to approaches that emphasise the importance of spoken language</p> <p>Oral language approaches might include:</p> <ul style="list-style-type: none"> targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language/</p> <p><u>We also have in house evidence of the successful impact of our own speech and language support assessment in EYFS.</u></p>
<p>Training for staff on mental health of pupils</p>	<p>Designated Mental Health Lead (Qualified) to lead training on mental health and strategies with support for pupils with mental health needs in order to support them and enable them to continue to fully access the curriculum</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/102024/mental-health-support-for-pupils.pdf</p>
<p>Early reading training and phonics training whole school</p>	<p>English lead to deliver training on early reading and phonics across the whole school staff to support the school's early reading strategy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics/</p>
<p>SEND training on working memory, dyslexia, de-escalation and autism</p>	<p>Training for all staff from and via SENDco to support all SEND pupils and particularly those who have working memory difficulties</p> <p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development</p>
<p>Ensuring access to and understanding of curriculum specific vocabulary</p>	<p>Exposing children to a wider range of subject specific vocabulary and ensuring understanding through the use of rich and high quality texts across the curriculum.</p> <p>Vocabulary will be prioritised using Isabel Beck's tiered structure and specifically taught. This will include the use of knowledge organisers to remember and reuse learnt vocabulary and subject glossaries with subject specific vocabulary and illustrated thesauruses.</p> <p>Creating glossaries at the start of new learning in subjects and building these into writing for application</p> <p>High quality rich and diverse texts purchased for full curriculum subjects by middle leaders and book club</p> <p>https://widgitonline.com</p>

DA lead monitoring time with SENDco	Dedicated time for the Disadvantaged lead to be released to work with pupil premium pupils to provide feedback/ contact, look in books do a learning exploration, prepare training, look at research, up to date for Disadvantaged lead to jointly monitor with SENDco for pupils who are both pupil premium and disadvantaged
Staff CPD	High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and others to reflect upon and shape good practice and delivering best practice around PP leadership. https://epi.org.uk/publications-and-research/effects-high-quality-professional-development
Staff CPD New to strategy January 2021	In addition, through pupil premium partners work and sharing best practice- to include the use of research and evidence used whole school all staff but also through coaching and mentoring in 1:1 tutoring. Self-regulation and reflection. https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutor Mentors for 1:1 tutoring for all pupil premium pupils	<p>Proven impact within our school over the past 3 years.</p> <p>1: 1 in school mentors who tutor the children and ensures relationships are built to remove barriers and support pupils' readiness to learn, raise aspirations and check in on pupils emotional health. Working at the point of need providing support/ challenge in books through post or pre teaching and going over work and addressing any misconceptions in Reading, writing, maths including spelling and times tables. This takes place daily in school time and after school for every pupil premium child with measured impact.</p> <p>EEF 'Teaching and Learning Toolkit' identifies one to one tuition as high impact. Very high impact for low cost with added mentoring. This is proven as our most impactful strategy beyond HQFT (High quality first teaching)</p> <p><u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p> <p><u>Mentoring EEF (educationendowmentfoundation.org.uk)</u></p>	1, 3 ,4,5
Raised attainment and attitudes of the lower 20% readers specifically those disadvantaged non EHCP across the school	<p>This project aims to secure firm foundations in the development and fluency of reading and comprehension across the lower 20% of readers in the school some of which are disadvantaged and secures a balanced approach to the teaching of reading as cited in the Reading Framework (July 2021)</p> <p>It will be based on YARC assessment (York Assessment for Reading Comprehension) to ascertain specific need in reading and then bespoke focus on this. To include hearing children read and encouraging reading and positive attitudes through bespoke project on lower 20% readers of which some are disadvantaged. Bronze, silver gold challenges, book bingo, reading/library leader opportunities for pupil premium pupils.</p> <p>This project will be driven by an implementation plan that includes the support of the HT and English leads (HT is past English consultant) who will deliver a programme of CPD based on a pilot of this within a class and as part of 4 schools as HT successful</p>	1, 2, 4,5

	<p>NPQEL project to successfully raise attainment and attitudes of lower 20% readers across the school. This project is based upon lots of research and reading and impact was measured across the 4 schools and it was successful.</p> <p>Evidence suggests +6 months impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
Times tables rockstars	<p>Support for pupils to work online at home in a competitive and collaborative way to reward, praise and encourage participation which needs little adult support at home. We link this with challenges in school to support with Year 4 multiplication check</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	1, 4
Rising Stars 'Ready, Check Go' Maths retention assessments	<p>Identifying gaps in learning at the beginning of the academic year allows time for planned pre and post teach, in turn ensuring gaps in learning are filled with maths, number sense and multiplication and skills and knowledge applied to other maths areas. In house evidence has assured this approach.</p>	1
Art specialist time to enable regular pupil teacher conferences	<p>Art specialist to teach the class inspirational art sessions form the 'Shine Curriculum' to enable the class teacher to conference pupils regularly to give feedback, pupil voice, focus on specific support for pupils 1:1 and small groups.</p> <p>Proven impact in our school.</p>	1,5
Higher level Teaching Assistant interventions in KS2	<p>Additional high quality teaching interventions in KS2 have previously ensured at least expected progress is made and increases our % of GD across Reading, Writing and Maths and is delivered 'finger on the pulse' at the point of need to ensure it is timely and applied to learning across the curriculum. Proven impact in our school.</p>	1,5
Speech and Language intervention	<p>Early screening in EYFS and support in place from in house trained professionals in Speech and Language. Use of NELI (Nuffield Early Language intervention) programme to support with early identification and targeted support. Staff CPD</p> <p>Home Nuffield Early Language Intervention (NELI) (teachneli.org)</p>	2

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

Budgeted cost: £5,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music Tuition	<p>Offering subsidy (70% of cost) to every pupil premium child to learn an instrument in school (piano, violin, flute, voice, guitar, drums) and funded instrument hire, where appropriate.</p> <p>EEF 'Teaching & Learning Toolkit' identifies Arts Participation as having benefits for core academic attainment in other areas of the curriculum, particularly literacy and maths.</p>	1, 4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
ELSA, forest school and wellbeing	<p>It is essential that we know our children and their families and can spot any 'triggers' that may affect their learning. This is available through emotional workshops x 3 per year 'Beanology' for whole school and onsite trained ELSA to support all pupils including those who are disadvantaged as and when needed through measured support. In addition our ELSA team work with pupils through forest school sessions.</p> <p>https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf</p>	4
Parental engagement and support	<p>Developing relationships- supporting with attendance and lateness by breakfast club provision, checking in with wellbeing of families, support with school arrival, engagement in clubs, support meetings for families to discuss any issues arising. Signposting family and parent support for early intervention</p> <p><u>Engaging disadvantaged and vulnerable parents: An evidence review Early Intervention Foundation (eif.org.uk)</u></p>	3, 6

Total budgeted cost: £22,340

Part B: Review of outcomes in the previous academic year

Review of 2021-2022

Classroom Teaching

The use of pre and post teaching with our children has ensured children have skills needed for the lesson ahead, helping to increase the child's confidence and in turn their success within the class. Through pupil voice this has shown to be successful as the children have talked about being able to put their hand up within the lesson and share thoughts, ideas and answers because they have had that prior 5 minutes of pre-teach that helped to embed skills needed. This is further evidenced within the data, showing children involved in pre-teach have been able to close the gap with their peers in hot task assessments. Quality first teaching, including pre and post teaching has shown to be successful.

Speech and Language trained Teaching Assistants have been working with the Class R team to ensure early recognition of SLCN needs in turn enabling us to provide early intervention. The use of the NELI programme has assisted further with this by providing resources and intervention to support the needs identified in the early support process. Of the children identified as needing SLCN support, only 3 children continue to need more support provided by external speech and language communication teams.

Early reading training has been provided in house by the reading lead Sarah Igoe, alongside national training from the English Hub. Daily reading is in place for all of the lower 20% pupils across the board, including disadvantaged pupils. This training has insured fidelity and consistency in approach to teaching early reading and phonics across the school. 100% of disadvantaged pupils passed the phonics screening in June 2022.

Targeted academic support

Individual 1:1 sessions with disadvantaged learners in addition to the quality first teaching rather than excluding them from learning has had a positive impact on the learning of these children because the adults are known to the children so barriers to learning can be broken down, leading to developing self-esteem which has helped these children build successful relationships with these adults. Importantly children are not withdrawn from lessons for these sessions so do not miss teaching from the curriculum. Sessions are done before and after the school day. We have kept our finger on the pulse throughout the delivery of high quality, tailored sessions to pupil's needs. These sessions have been highly enjoyed by the children, always stating how much they enjoy the time they have with the adults to work on things they feel they struggle with. Disadvantaged pupils are performing in line with or above their peers in reading, writing and maths, 100% disadvantaged pupils passed the multiplication check in 2022. Pupil voice: 'Tutoring helped me because I was really struggling with times tables and my teacher helped me to understand how to do them, she sent me home with lots of things to help me at home too'. Staff, pupil and parent feedback has been strong and Observations by Disadvantaged lead show impact at point of learning as sessions are in the books and can see the impact in following lessons.

Wider strategies

Music tuition currently being accessed by 7 disadvantaged children and thriving. When the disadvantaged lead spoke with these children they talked about the enjoyment of learning something new, a pride in their new accomplishment and increased sense of self-esteem. 'Beanology' emotional support/coaching for all, ELSA and forest school support for all pupils has given disadvantaged pupils a chance to develop resilience, problem solving, perseverance and team work. Pupil leadership can be observed through this too. ELSA for Disadvantaged pupils has been particularly beneficial in supporting children with self-esteem concerns and the barrier to learning this brings particularly around perseverance and aspiration. Close contact with parents has been strong and beneficial. E.g. regular contact regarding attendance which has been tracked closely then time taken to meet with parents and carers and provide strategies to support with attendance such as breakfast club has enabled swift action to be taken if attendance has dropped.

2021- 2022

Intended outcome	Success criteria
Y1 Phonics screening test to be passed by pupils who are pupil premium with no additional needs	100% of pupil premium pupils with no additional needs to pass the phonics screening test. 2021-2022 100% passed in 2022
Phonics screening test to be passed by pupils who are pupil premium and SEND	At least 75% of pupil premium SEND pupils to pass the phonics screening test with the exception of some EHCP who are working well below age expectations from low starting points and with complex needs N/A as none who were both PP and SEND in 2021-2022
Pupils who are Pupil Premium EHCP will make excellent progress from starting points	100% of pupil premium EHCP pupils will have made better than expected progress from starting points evident in books and data even if they are not able to reach the expected level for their age by the end of KS2 100% PP EHCP made better than expected from starting points as can be seen in KS1 tests
The attainment of our pupil premium pupils with no additional needs is at expected levels or higher in reading, writing and maths	Data shows that accelerated progress is made over the three years. Attainment shows at least 100% of our pupil premium pupils with no additional needs are working at expected levels or higher by the end of the three years. Tracking as of July 2022 (end of year 1 of strategy) shows on track for these pupils.
Our pupil premium pupils are engaging with mastering early number and times tables practise	Times table tracking data will show increased progress over time for our pupil premium pupils. 100% of all our d pupil premium pupils (non-SEND) in Year 4 will pass the Multiplication Tables Check 100% passed in 2022
Attendance of our pupil premium pupils is above 97% and pupils are on time to school	Attendance is 97%+ for pupil premium pupils and lateness not an issue. Any individual genuine COVID related/ illness absence is accounted for within the context of this. Attendance is for most close to 97% - where any dip from this swift action is taken to engage with parent and carers so get back on track quickly.

Pupil premium strategy outcomes

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

Disadvantaged pupil performance overview for last academic year

KS2 2022	Pupils eligible for PP	Pupils not eligible for PP

4 pupils 25% each (1 PP EHCP working a pre-key standards so not accessed test)	4 pupils	School average (all pupil 33)	National average (2022)
% achieving expected standard or above in reading, writing and maths	50%	91%	59%
% achieving expected standard in reading	75%	97%	74%
% achieving expected standard in writing	50%	91%	69%
% achieving expected standard in maths	75%	97%	71%

Disadvantaged pupil progress scores for last academic year 2021-2022

Progress from KS1 – KS2 Reading

There were 4 pupils eligible for pupil premium within this group. All of them made at least expected or better than expected progress from their starting points in KS1.

1 pupil who was PP EHCP was working at pre-keystage standards and progressed well within these from KS1 but was unable to access the test.

Number of pupils who ended KS1 below expected for reading = 1	(1 pupil EHCP below expected but good progress in pre-key stage from starting points)
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Number of pupils who ended KS2 at the expected level for reading = 3	75% with 50% who were above expected at GDS
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Progress from KS1 – KS2 Writing

There were 4 pupils eligible for pupil premium within this group. All of them made at least expected or better than expected progress from their starting points.

Number of pupils who ended KS1 below expected for writing = 2	2 (1 pupil EHCP below expected but good progress in pre-key stage from starting points) 1 was just below ARE but strong foundations for them to meet ARE at the start of Y7 very low KS1 starting point
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Number of pupils who ended KS2 at the expected level for writing = 2	50% Both were strong ARE writers with elements of GDS
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Progress from KS1 – KS2 Mathematics

There were 4 pupils eligible for pupil premium within this group. All of them made at least expected or better than expected progress from their starting points.

Number of pupils who ended KS2 below expected for mathematics =	1(1 pupil EHCP below expected but good progress in pre-key stage from starting points)
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Number of pupils who ended KS2 at the expected level for mathematics = 3	75%
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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
Times Tables Rockstars	TT Rockstars Times Tables Rock Stars (ttrockstars.com)
Spelling Frame	SpellingFrame

Service pupil premium funding

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

Academic Year 2021-22: 9 pupils Reviewed July 2022

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> a. Tutor mentors b. ELSA (Emotional support) c. Music Tuition d. Enrichment opportunities
What was the impact of that spending on service pupil premium eligible pupils?	<p>The service pupil premium spend was allocated according to pupil need.</p> <ul style="list-style-type: none"> a. Children who were assigned a known tutor mentor benefitted from the 1:1 relationship and having a 'champion' within school, as well as tutoring to fill specific identified gaps in learning which led to at least expected progress across the core areas but could also support with wellbeing by keeping an eye on how the children are feeling and readiness to learn b. ELSA had a positive impact on children's mental wellbeing and ability to be ready to learn and developing their chance to talk about their emotions and feelings especially when parents posted away. Access to our new ELSA led Cosy Cabin during lunchtimes benefitted these pupils. c. Music tuition broadened opportunities for our service children

Further information

High Quality First Teaching is at the very heart of all we do.

We know our pupils and have a 'finger on the pulse' culture to respond directly to their individual needs.

Strong parent and home relationships and communication is always a priority, but especially during the pandemic.

Ensuring 100% provision and access to remote learning through live teaching daily if not able to learn 'face to face'.

Leadership opportunities for all pupils but ensuring pupil premium pupils are encouraged to lead and raise self-esteem and aspiration.

Ensure access to our 11 by 11 AKPS experiences for pupils are tracked by the disadvantaged lead.

Summary of the Success of PP

Our progress and attainment figures over several years demonstrate the excellent progress that has historically been achieved at Ashton Keynes and which has been continued over the last two years despite the challenges of the COVID-19 pandemic. Our pupil premium pupils enjoy school, most have really good attendance and achieve the same or as and better than their non- pupil premium peers. We regularly track our pupils through secondary school and hear of how they are still succeeding and aspiring to bright futures.

Glossary of Acronyms

CPD	Continued Professional Development
DL	Disadvantaged Lead
EEF	Education Endowment Foundation
EHCP	Educational Health Care Plan
ELSA	Emotional Literacy Support Assistant
EYFS	Early Years Foundation Stage
FSM	Free school meals
GD	Greater Depth (above expected level)
HQFT	High Quality First teaching
PP	Pupil Premium
PPG	Pupil Premium Grant
SALT	Speech and Language Therapy
SEND	Special Educational Needs and Disabilities
YARC	York Assessment Reading

