



Five Ashes C of E Primary School

Five Ashes, Nr Mayfield, East Sussex, TN20 6HY

Head of School: Darren Gurr

At Five Ashes School, pathways will be endless.

Children are cherished.

Children are challenged to thrive.

Five Ashes CE School Pupil Premium Report 2022 - 2023

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. This report evidences the impact that last year's spending of pupil premium had within our school.

The report also highlights our pupil premium strategy for 2023 - 2024, and how we intend to spend the funding in this academic year.

School overview

Detail 2022-23	Data
Number of pupils in school	49
Proportion (%) of pupil premium eligible pupils	31%
Academic Year	2022 - 2023
Date this statement was published	December 2023
Pupil Premium Lead	Mr Darren Gurr
Governor Lead	Mr Robert French

Part A: Review of outcomes in the previous academic year 2022 - 2023

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,212.50
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£15,947.42
Total budget for this academic year	£22,806.92

Pupil Premium Strategy Outcomes

The impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year:

- PPG children are receiving support to make good progress in Reading, Writing and Maths
- Attendance for PPG children was above 97%
- Provide counselling support for PPG children when applicable
- All pupils were able to access extra-curricular activities including trips, residential activity experience, extra-curricular clubs

Item	Commitment from Pupil Premium Allocation	Commentary on progress and effectiveness
TA3 to run interventions targeting identified gaps in progress	£18,729.73	<p>Gaps had become to narrow across most year groups but continued second lockdown caused huge disruption of this impact. TA worked closely with class teachers and were vital in supporting key worker and vulnerable children attending school whilst class teachers were managing online learning.</p> <p>Teacher assessment predicted 5 out of 7 Year 6 children reached national standard. Teacher assessment also predicts 1 children would have achieved greater depth in reading, 1 in writing and 1 in maths using the adapted school minimum requirement assessment.</p> <p>2023 SATS results Expected 100% - Maths 7/7 100% - SPAG 7/7 71% - Reading 5/7 56% - Writing 4/7</p> <p>Greater Depth 43% - Reading 3/7 43% - SPAG 3/7 29% - Maths 2/7</p> <p>Results above in reading, SPAG and maths and 1 child did not achieve predicted expected level in writing</p> <p>Teacher assessment predicted out 5 out of 6 Children in Year 2 would of achieved expected or above in reading/writing/maths using the adapted school minimum requirement assessment.</p> <p>All 6 children achieved reading and maths expected level which was above predicted and 1 child working towards expected.</p> <p>Year 1 - 3 out of 4 reached expected phonic screening level and both Y2 achieved expected threshold.</p>
Financial support to allow access to enrichment activities and access	£470.08	<p>Children were engrossed and enjoyed outside school visits. Children also were able to participate in vital swimming lessons.</p> <p>100% year 6 left swimming expected level</p> <p>Grant was also used to support families for children to attend Wilderness Wood and class trips.</p>

to sports		100% of all pupils attended
School Counsellor	£760.00	<p>Children who participated all made social and emotional progress with clear support from parent/carer and extremely positive feedback from all stakeholders. This was evidenced in pupil progress meetings.</p> <p>Over the year school counsellor has seen 5 children who have all improved in their different need.</p> <p>Counsellor has met with all parents to feedback and discuss next steps.</p> <p>Staff feedback and input to support from the touch base sessions.</p>
Breakfast Club funding enables children to start their day in a calm manner meaning they are well fed and ready to learn. Club is	£95.50	<p>Breakfast club is free to all PP families. Currently have 2 families using this club.</p> <p>Children are in school at correct time, have received a breakfast and taken part in a physical workout preparing them for the day ahead.</p> <p>Breakfast club has the highest number of attendees since starting</p>
Classroom Resources and literature for staff to use to support PP children's learning.	£1194.65	Pupil voice gave positive feedback from PP children who felt they were always included in the classroom and had resources which helped them in their learning.
Contribution to wards cost of speech link for PP children	£961.54	
Total Spend		

Part B: Pupil Premium Strategy for 2023 – 2024

Funding Overview for 2023 – 2024

Detail	Data
Number of pupils in school	58
Proportion (%) of pupil premium eligible pupils	21%

Academic Year	2023 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Pupil Premium Lead	Mr Darren Gurr
Governor Lead	Mr Robert French

Detail	Amount
Pupil premium funding allocation this academic year	£12,731.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11,238.00
Total budget for this academic year	£23,969.25

Statement of Intent

Pupil Premium is a government grant which is allocated to schools based on the number of children eligible for free school meals and the number of children who are or have been looked after by the Local Authority, referred to as 'looked-after children'. Schools are entitled to spend their allocated Pupil Premium Grant in a way they think will best improve attainment and achievement for these children. More information is available on the Department for Education website.

<https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings>

At Five Ashes CE Primary School we are determined to give every child access to high quality teaching to enable them to reach their potential. For teachers to be able to give the most attention to the children in their care, we also believe that a high quality teaching assistant in every class is also essential. This combination of high quality teaching through a partnership in the classroom, has led to historically good National results at Five Ashes; a trend we wish to continue.

Challenges

We have identified the key challenges to achievement that we have identified among our disadvantaged pupils. Pupil Premium is used at Five Ashes to remove any barriers to learning which may exist. These include:

1. Supporting positive attitudes to learning and to raise self-esteem and positive social interactions.
2. Reducing any gaps in learning and progress which may occur (in relation to those not in receipt of Pupil Premium) due to a child being disadvantaged by being in receipt of Pupil Premium. The school has identified these gaps in the areas of speech and language, phonics and reading.
3. Providing additional support to the high proportion of Five Ashes Pupil Premium children who are also SEN.
4. Developing a curriculum which can be fully accessed by those children who are in receipt of Pupil Premium. By seeking opportunities for this group of children to make links in their learning, a greater level of engagement and progress can be attained.
5. Supporting pupils with emotional and mental well-being
6. Providing financial support for Pupil Premium children to access extra-curricular activities and educational visits

Activity in this academic year

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

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

Budgeted cost: £XXXX

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to counselling	Provision of nurture and counselling sessions for specific groups/ individuals with a trained counsellor. Work closely with families who may be struggling with home issues - link them in with local services. Daily regular touch-base sessions for children with an identified member of staff who can then put support in place	1, 3, 5
		Evidence that supports this approach
		Research has shown that metacognition and self-regulation improve progress. EEF research suggests this is as much as an +8 month improvement. EEF research also suggests a +4 month improvement where children have access to a trained counsellor which enables them to feel safe, happy and ready to learn

Activity	Action to meet / What would be success?	Challenge number(s) addressed
Financial support to allow access to enrichment activities	<p>Enrichment opportunities include swimming, dance, sports clubs, music lessons and access to all school trips. Support for residential trips, class trips and events.</p> <p>Equipment within school provided e.g. football boots and gum shields in PE</p> <p>All pupils able to access the full range of curriculum and extra-curricular offering</p>	6
		Evidence that supports this approach
		EEF research suggests a +4 month improvement where disadvantaged children participate in outdoor and adventurous activities alongside their peers

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA to run interventions targeting identified gaps in progress	In class support by trained TAs to ensure that all PPG children can maximise their learning. Small groups run during the school day targeting a particular area of need.	12,3,4
		Evidence that supports this approach
		EEF research indicates +5 month improvements where vulnerable pupils have access to increased support

Total budgeted cost: **XXXXXX** (additional funding will be allocated from school budget)

**Darren Gurr – Head of School
December 2023**