

Axbridge C of E First School Academy Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Axbridge Academy
Number of pupils in school	149
Proportion (%) of pupil premium eligible pupils	17% (26)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024 (Year 3 of 3 year plan)
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	D Shillabeer Headteacher
Pupil premium lead	D Shillabeer SENDCo
Governor / Trustee lead	A Mearns Pupil Premium link governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,255
Recovery premium funding allocation this academic year	£2,755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£30,010

Part A: Pupil premium strategy plan

Statement of intent

At Axbridge, we consider the individual challenges faced by our vulnerable pupils, such as those pupils who are adopted or pupils who are living with challenging family circumstances. The provision we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points and achieve high attainment across all subject areas. 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 strategy, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Therefore, the policy takes a three-tiered approach, which includes broader to more targeted provisions.

Our strategy also dovetails with wider school plans for education recovery, notably in its targeted support through the Catch-Up Premium for pupils whose education has been worst affected by the Coronavirus Pandemic, as well as the NTP funding, which supports school based tutoring.

As part of the 3-year plan for Pupil Premium, the school has been working closely with staff and pupils to set out a vision for Pupil Premium, that encompasses everything within the school's gift to its pupils and community.

Axbridge C of E First School Academy:

- We have a whole school ethos of ***aspiration and attainment for all pupils*** and encourage all staff to convey positive and optimistic messages to our disadvantaged pupils.
- We have ***high expectations of everyone, from everyone*** and avoid stereotyping disadvantaged pupils as all facing the same barriers to learning or having less potential to succeed.
- We promote the power of ***positive, growth mindsets*** in our disadvantaged pupils to help inspire them to see and strive to meet their full potential.
- We have an ***unerring focus on the quality of teaching and learning*** in order to meet the needs of all our pupils.
- We ensure that ***personalised provision*** is in place for children who are Pupil Premium-eligible and have their barriers for learning identified and educational needs accurately assessed and met.
- We ***utilise evidence*** (especially the Education Endowment Foundation Toolkit) to decide which strategies are likely to be most effective in overcoming the barriers to learning.
- We ***deploy staff effectively*** to work with pupils who need the most support and training is provided where this is necessary to support pupils' learning.

- Our teachers and leaders **collect, analyse and use data** to identify pupils' learning needs and review progress regularly. Underperformance is addressed rapidly through additional support and interventions.
- Every effort is made to **engage and empower parents and carers** in the education and progress of their child.
- We believe in creating opportunities for our Pupil Premium-eligible children through extra-curricular activities and additional classroom or school-wide roles and responsibilities to **promote a sense of belonging and connectedness** in our school.
- We aim to instil **an enduring passion for learning** in all our pupils by providing a strong grounding in English and mathematics and a broad base of skills and knowledge acquired across our rich and varied curriculum.

Challenges

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

Challenge number	Detail of challenge
1 Outcomes	<p>ATTAINMENT GAP</p> <p>Internal and nationally reportable assessments indicate that across Reading, Writing and Mathematics attainment among disadvantaged pupils is lower than that of non-disadvantaged pupils. This gap needs to close.</p> <p><i>The gap has widened for pupils with disadvantage since COVID 2020.</i></p>
2 Curriculum	<p>PHONICS</p> <p>A greater proportion of our students who fail their Phonics Screening Check have some level of disadvantage. Our internal assessments, observations, and discussions also identify that the majority of our disadvantaged pupils require additional intervention to keep up with their peers.</p>
3	<p>POVERTY OF LANGUAGE</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills, vocabulary gaps and poor written communication skill among many disadvantaged pupils. This is evident from Nursery through to KS2, whereby greater interventions to support language development is required.</p>
4 Access	<p>DEVELOPING CULTURAL CAPITAL</p> <p>Axbridge is a rural Somerset school, with most pupils coming from the town or surrounding villages. We wish to ensure our disadvantaged learners have exposure to a variety of different cultures, beliefs, experiences, viewpoints and opportunities, that would otherwise be out of reach. Therefore, the school's 'gift' is to ensure all learners, including our most disadvantaged, experience a rich, varied and inspirational school offer.</p>

5 Socio-economic	<p>CHALLENGING FAMILY CIRCUMSTANCES</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to unstable family circumstances (including poor health of parents/pupil, marital breakdown). These challenges particularly affect our disadvantaged pupils, including their attainment, stability and structure at home, and their parents' engagement with school.</p>
---------------------	--

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 attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • PP outcomes show that all pupils make good progress from their starting points, with 70% of disadvantaged learners making ARE in all subject areas. • The school will have embedded a new mathematics curriculum, NCETM, and this will contribute to a deeper mathematical learning environment and improved attainment. • KS1 SATS outcomes show that at least 70% reach the expected standard in both PP and non-PP groups • To ensure Number Detectives maths interventions are deployed to support those at risk of falling behind in mathematics. • Children with SEND have regularly updated ILP and parents are informed of progress • PP Lead uses data termly to evaluate success/effectiveness of strategies • SLT Pupil Progress Meetings include challenging conversations about PP provision with every CT • Systematic delivery of precision spelling and handwriting intervention will ensure a greater proportion of pupils meet spelling and handwriting expectations. • Whole school Talk 4 Writing approach addresses all learning styles to enable accelerated progress for our weakest writers and embeds a whole school agreed writing process and progression • Regular writing moderation is carried out within the school and WLT • Marking & Feedback Policy enables pupils to respond to feedback immediately and understand the processes of editing & improvement
Improved attendance for PP and disadvantaged groups	<ul style="list-style-type: none"> • Attendance of PP pupils is equal to that of non-PP pupils. The target for the school for this academic year is 95%+. • Greater use of the LIS meetings forum to work collaboratively with the WLT to improve attendance. • Greater understanding of the 'improving attendance agenda' by the school community.

	<ul style="list-style-type: none"> • Parent's Evening to include update on attendance and re-iterate expectations. • Less requests are made for term time holidays, due to greater understanding of the impact it has on pupil's attainment.
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence; including engagement in lessons, book scrutiny, outcomes from SLC focus tasks and ongoing formative assessment. • 'Working like a' approach will be embedded, making the delivery of foundation subjects more explicit. • Knowledge organisers are used effectively to revisit and embed 'expert language'. These are used as part of pre-topic teaching and activating prior learning, to develop language acquisition and enhance understanding. • Regular quizzes/recaps/games are used to improve meta cognition and move learning from short to long term memory in all areas of the curriculum. • All children will be exposed to opportunities to use presentation / appropriate speech and language skills, eg celebration assembly, showing 'Time to Shine'. • Classroom displays include 'expert language' which is referred to in lesson time and used at home during conversations about learning • PP and non-PP pupils use the same breadth of language/vocabulary, evident in their written and spoken responses. • Updated formative assessment approaches will be explicit in lesson delivery; which in turn will be scrutinised through lesson observation and pupil voice. • CTs will regularly record and monitor provision for PP pupils on the school's Graduated Response Provision Maps. This will be reviewed by the HT, SLT and Governing Body.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Attendance of children is at least 95% • Sustained high levels of wellbeing demonstrated by: <ol style="list-style-type: none"> 1. qualitative data from student voice, student and parent surveys and teacher observations 2. a significant improvement in structures and routines at home 3. a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Strong relationships are built between home and school and the families of our disadvantaged pupils, demonstrated by: <ol style="list-style-type: none"> 1. Strategies and advice shared and used by pupils and/or their families 2. a timetable of regular check-ins is established • Where relevant, pupils will be monitored via the school's SDQ (Strengths and Difficulties Questionnaire) assessments • Enhancing curriculum delivery to ensure greater exposure to cultural variations and experiences, with these set out explicitly in curriculum plans. • The development of quiet zones within the school and in the playground, to help ensure our learners are supported to remain regulated during structured and unstructured times of the school day. • Where relevant, children will be monitored via the school's SDQ (Strengths and Difficulties Questionnaire) assessments • Pupils benefit from the schools Emotional Literacy tiered response to improve their personal outcomes and school engagement.

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.

Quality First Teaching

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Build strong relationships in class (pastoral care), eliminating unconscious bias, establishing individual pupil interests, welcoming pupils positively every morning.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). Professional, personal and an effective relationship built between staff member and PP child to listen to their needs, provide encouragement and advice</p> <p>EEF Social and Emotional Learning Supporting-the-attainment-of-disadvantaged-pupils DfE</p>	<p>4, 5</p>
<p>To build upon our research of Blooms Taxonomy and higher order thinking skills to embed a mastery approach to learning throughout our curriculum, and provide effective feedback to all pupils as part of Quality First Teaching provision</p>	<p>Education Endowment Foundation indicates effective feedback (verbal or written) can make gains of 8 months progress for a pupil and will enable children to articulate their successes and next steps clearly, drawing upon their metacognition skills to find pathways of success.</p> <p>EEF Feedback Supporting-the-attainment-of-disadvantaged-pupils DfE</p> <p>Revisiting and repetition strengthens neural pathways.</p> <p>EEF Metacognition Supporting-the-attainment-of-disadvantaged-pupils DfE</p>	<p>1, 2, 3,</p>
<p>Use standardized diagnostic assessments (eg. Phonics. Reading Age, NCETM assessments) and rich questioning.</p> <p>Train staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>EEF Standardised tests Assessing and Monitoring Pupil Progress</p>	<p>1, 2, 3, 4</p>

	Supporting-the-attainment-of-disadvantaged-pupils DfE	
Continue to embed a strong Phonics curriculum, using Twinkl, an agreed DfE SSP programme.	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: EEF Phonics Supporting-the-attainment-of-disadvantaged-pupils DfE	2
Pre-topic teaching materials are composed to support pupils access to the curriculum and combat language acquisition barriers	EEF suggests that oral language interventions aim to support learners' articulation of ideas and spoken expression. Oral language interventions therefore have some similarity to approaches based on Metacognition which make talk about learning explicit in classrooms	4, 5

Targeted academic support

Budgeted cost: £10,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use Phonics/Reading intervention programs to improve phonetical knowledge and understanding/ fluency in reading for pupils who are falling significantly behind the expected standard for their age phase. Immediate phonics intervention sessions targeted at pupils who require further phonics support following daily SSP sessions.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: EEF Phonics	1, 2
2 x ELSA trained Higher level teaching assistants to deliver interventions to those in need.	To have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. Social and Emotional Small Group Interventions (EEF +4 months)	4, 5

<p>Use Talkboost intervention for EYFS and KS1 pupils to enable children to develop their SLC skills</p>	<p>Talk Boost is a structured and robustly evidenced programme that can boost a child's communication by an average of 18 months after 10 weeks of intervention. Language delay can significantly impact children's attainment. Many of these children have the potential to catch up but only if they receive timely intervention.</p> <p>Talk Boost - Integrated Treatment Services</p>	<p>4 , 5</p>
<p>Provide staff with relevant CPD, including:</p> <p>Twinkl Phonics Number Sense PP Lead Network Talk Boost ELSA</p>	<p>When staff gain expertise and are well informed in how to deliver a new approach or program, then pupils will benefit.</p> <p>Supporting-the-attainment-of-disadvantaged-pupils DfE NFER – High Quality Teaching for All / Deploying Staff Effectively</p>	<p>1, 2, 3, 4</p>
<p>Review specific 'pupil need' every term (x3) through school identification and recording systems, including Pupil Need Overviews, Graduated Response Provision Maps and 'Provision Map' (part of Edukey), to ensure provision is effective and meaningful.</p> <p>These records will be reviewed by SLT and SENDCO and be communicated regularly with parents.</p>	<p>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.</p> <p>EEF Parental Engagement</p>	<p>1, 2, 3, 4</p>
<p>National Tutor Programme</p>	<p>One to one tuition is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Has an average impact of +5 months.</p> <p>https://educationendowmentfoundation.org.uk/education-on-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1, 2, 3</p>

Wider strategies

Budgeted cost: £5,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contribute up to £200 towards: school uniform school, essential resources, opportunity to attend 1x enrichment club or 1x musical tuition per term, school trips (including outdoor adventure learning and sport) and transport.</p>	<p>Give wider opportunities to children with limited experience. (Moderate impact for moderate cost EEF)</p> <p>To ensure pupils are ready to learn and are well supported for schooling.</p> <p>(Moderate impact for moderate cost EEF)</p>	<p>4, 5</p>
<p>To train a school Mental Health First Aider, to support pupils and staff social and emotional wellbeing</p>	<p>EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year</p>	<p>4, 5</p>
<p>Train TAs in the delivery of Lego Therapy</p>	<p>Small group interventions enable children to have teaching tailored to their needs so that academic outcomes improve Small Group Interventions (EEF +4 months)</p>	<p>4, 5</p>
<p>Purchase dual language Ukrainian reading texts</p>	<p>Access to books will enable child to have the opportunity to practise and extend their understanding of English, whilst maintaining their mother tongue Homework (EEF +5 months)</p>	<p>1,2, 3</p>
<p>Ensure Pastoral Curriculum is relevant.</p> <p>JIGSAW PSHE program is engaging, relevant and purposeful.</p> <p>Development of outdoor learning opportunities for all years and throughout the year.</p>	<p>The benefits of the outdoor classroom are clearly not confined to students. Teachers noted improved relationships with students, personal development in the teaching and curriculum benefits.”</p> <p>Dillon et al, 2005, Engaging and Learning with the Outdoors: The Final Report of the Outdoor Classroom in a Rural Context Action Research Project, Reading, NFER.</p> <p><u>Benefits of Teaching Outdoors & Outdoor Learning Teach Outdoors</u></p>	<p>1, 2, 3, 4, 5</p>

Wellbeing welcomes for all PP pupils	Social & emotional learning interventions are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self regulation, both of which may subsequently increase academic attainment. Has an average impact of +6 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4, 5
Contingency fund for acute issues. (For example, cost of vital counselling session)	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. These can include the purchase of glasses, trainers, food or counselling.	All

Total budgeted cost: £30,250

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 2022 to 2023 academic year.

Desired Action	Outcome		
Improved attainment among disadvantaged pupils.	The internal assessments during 2022/23 show that the progress made by PP learners exceeds that of their non-PP peers in Reading and Writing, with mathematics still showing strong progress and being almost in line with non-PP peers.		
	Area	PP progress	Non-PP progress
	Reading	79% expected 21% exceeding	78% expected 18% exceeding 2% below
	Writing	95% expected 5% exceeding	82% expected 14% exceeding 4% below
	Mathematics	84% expected 11% exceeding 5% below	92% expected 6% exceeding 2% below
	Our internal assessments during 2022/23 show that the attainment of disadvantaged pupils was lower than their of their non-disadvantaged pupils. Of those in receipt of PP funding, 3 were on the SEND register.		

	% meeting Age Related Expectations or Above			
	Reading	Writing	Mathematics	All 3 areas R/W/M
Whole School	76%	75%	76%	66%
PP Pupils (19 pupils)	37%	32%	42%	26%
Non PP Pupils (137 pupils)	83%	83%	82%	74%
Improved attendance for PP and disadvantaged groups	<p>Those in receipt of PP funding, attendance for 2022/23: 91.7%</p> <p>Those not in receipt of PP funding, attendance for 2022/23: 95.7%</p> <p>One child in receipt of PP funding had attendance of 33% across the year due to medical reasons. Attendance for the remaining PP pupils sits at 95.2%, above the national average.</p>			
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Early Talkboost deployed effectively in Nursery and children identified upon transition into Reception, reducing time between communication and language support commencing.</p> <p>Knowledge Organisers used across the curriculum to specifically teach key language, evidenced in verbal responses and end of unit assessments.</p> <p>Further training around receptive and expressive language skills interventions to support our disadvantaged learners required.</p>			
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Pupils in receipt of PP funding accessed at least one after school club. All Year 4 pupils undertook brass instrument lessons. All children accessing school trips and residential are offered to have the costs covered by the school, through the PP funding.</p>			

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
Twinkl	Numbersense
Edukey	Hamilton