

Pupil premium strategy statement – Ashley CofE Primary School 2024-2025

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	590
Proportion (%) of pupil premium eligible pupils	52
1	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Jennie Ratcliff
Pupil premium lead	Nicola Wright
Governor / Trustee lead	Dean Furber

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,340
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£64, 340

Part A: Pupil premium strategy plan

Statement of intent

At Ashley CofE Primary school our intention is that all pupils, irrespective of their background or the challenges they face, receive the highest quality of education to enable them to make good progress across all subject areas and become active, socially responsible citizens of the future. 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.

We aim to meet the needs and raise attainment of all children through a broad, balanced curriculum which is underpinned by our vision and values and a focus on children's health and well-being. High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children 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.

Our ultimate objectives are to:

- Provide children with the knowledge and skills to become confident individuals, independent learners and responsible citizens – both locally and globally
- Prepare children for the opportunities, responsibilities and experiences of life
- Remove barriers to learning created by poverty, family circumstance and background
- Reduce the attainment gaps between disadvantaged and non-disadvantaged children
- Ensure ALL pupils are able to read fluently and with good understanding, to enable them to access the breadth of the curriculum.
- Develop children's confidence in their ability to communicate effectively
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Enable children to access a wide range of opportunities to develop their knowledge and understanding of the world and increase their cultural capital.

Achieving our objectives:

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

- Provide teachers with high quality CPD to ensure that pupils access high quality teaching
- Adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and continue to raise expectations of what they can achieve
- Provide targeted intervention and support to quickly address identified gaps in learning
- Target funding to ensure that all pupils have access to trips, residential and first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities
- Provide nurture support to enable pupils to access learning
- Support families who are experiencing challenging circumstances
- Support families to improve their child's attendance at school

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. 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 and we will engage with external professionals for additional support where appropriate.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, discussions and questionnaires with pupils, parents & carers and staff has indicated underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These gaps are evident from Early Years through to KS2.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. On entry to Reception, many disadvantaged children arrive below age-related expectations and experience greater barriers to reading than their non-disadvantaged peers.
3	Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Our observations, assessments and discussions with pupils and families have identified that there are higher than average numbers of disadvantaged pupils displaying challenges with SEMH than their non-disadvantaged peers. This includes low emotional development for disadvantaged pupils at entry to Reception, which inhibits growth mindset behaviours and impacts on SEMH. Lack of enrichment opportunities for some of these children also adds to the challenge for these children – impacting on a lack of self-esteem, confidence and opportunities to build and maintain friendships.
5	A significant proportion of our disadvantaged children also have significant SEND, which significantly impact on outcomes.
6	Poor attendance/punctuality causes concern and causes pupils to miss vital early work. Attendance data from the last 3 years shows that attendance of disadvantaged children has been significantly lower than non-disadvantaged pupils.
7	For some children in receipt of the pupil premium who are not making expected progress, engagement and support from families to support learning at home is lower – particularly with writing and basic-skills practice. Some children only have access to books provided by school and have limited exposure to regular reading for meaning and pleasure at home.

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
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High quality teaching meets the needs of all pupils, enabling disadvantaged pupils to make at least national average progress from their starting points in reading, writing and mathematics.	Expected or accelerated progress to be made by all of our disadvantaged pupils. All teachers are confident identifying and addressing misconceptions with early reading. All teachers are confident teaching mathematics with the mastery approach.
Improved attendance and punctuality of our disadvantaged pupils.	Attendance of identified disadvantaged pupils increases and the gap between disadvantaged and non-disadvantaged attendance narrows.
Teachers have a secure understanding of how to deploy adaptive teaching strategies in class.	Adaptive teaching strategies are used effectively in class to narrow the gaps in basic skills and prior learning through making all learning accessible to all.
Disadvantaged children to have a good understanding of their SEMH needs and how to positively manage their feelings.	Social skills, independence, perseverance and teamwork are developed – measured by the Boxall profile. Behaviour for learning will improve – there will be less behaviour incidents and improved learning.
Pupils access a wide range of interventions to meet their needs.	As their needs and gaps in their knowledge, understanding and skills are addressed, disadvantaged children will make at least expected progress in reading, writing and mathematics and the gap between them and their non-disadvantaged peers will narrow.
Pupils access a wide range of enrichment opportunities both in and out of school.	Children's understanding of the world, expressive arts and language skills will improve and the gap will reduce between disadvantaged and non-disadvantaged children.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25, 000

Linked to our school improvement plan:

Quality of Education:

KP1A: All teaching to be consistent, engaging and effective to ensure children know more and remember more (TEEP).

KP1B: Continue to embed a mastery approach to teaching and learning in Mathematics.

KP1C: Continue to embed the whole school approach to spelling.

EYFS:

KP4A: Pupils in EYFS are sufficiently challenged and interventions are carefully planned to ensure the development of all pupils (cognitive, reading/phonics ability, emotional, social and physical aspects).

Leadership and Management:

KP5A: Continue the development of leadership at all levels – in particular, subject leadership

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training sessions on pedagogy. TEEP training update for all staff to ensure that the approach is embedded and there is consistency in pedagogical approach throughout the school. Specific training for staff from subject leaders on mastery approach and Ashley approach to spelling. Subject leaders given time to review their curriculum area. Subject leader 'deep dives' with subject leaders from other schools and Trust staff. Identifying good practice of high-quality teaching and sharing with all staff.	'Teacher CPD enables growth of your school or academy trust; it underpins achievement of your vision and ensures that all school staff and teachers are working towards a common purpose.' 'CPD increases teacher motivation, confidence and commitment to teaching; learning new skills and applying them in the classroom can lead to a more effective teaching environment.' National College – Michelle Howard	1, 2, 3
Developing adaptive and inclusive practice in each subject area. Training from specialist teaching staff including STIPs team,	EEF: An inclusive school environment for pupils with SEND is also beneficial for all pupils. One recent meta-analysis explored the impact of inclusion on pupils <i>without</i> SEND and concluded that	4, 5

Freemantles, NASEN – upskilling inclusion team and class teachers.	such an inclusion policy resulted in a positive impact on their academic outcomes.	
Supply cover for core leaders to run parent workshops.	EEF - 'The average impact of the parental engagement approach is about an additional four months progress over the course of a year. There are also higher impacts for pupils with low prior attainment'. 'By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation as well as specific skills such as reading.'	7, 4
Mentoring and coaching for ECT teachers and new LSAs to the school. Supply cover for release of these teachers.	EEF: Mentoring and coaching can be an important source of support, particularly for early career teachers.	1, 2, 3, 4, 5, 7
Data analysis: FFT aspire, NELI, Little Wandle, NFER, Literacy for all	Time for subject leaders to review the data for their subject, identify trends and implement strategies to close gaps.	1, 2, 3, 7

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

Budgeted cost: £25, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategic planning and monitoring of disadvantaged children by the AHT – pastoral & SENCO. In particular, pupils who are disadvantaged and have SEND.	The pupil premium lead is a member of the school's senior leadership team and will work with other senior leaders to ensure that pupil premium outcomes form part of the school development plan so that staff CPD, curriculum and resourcing are developed to meet the needs of PP children.	1, 2, 3, 4, 5, 6
Small group/individual work with CT or TA specifically to close gaps further. Precision teaching, Literacy for all,	EEF - 'Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months	1, 2, 3, 5

daily reading, phonics, same day intervention = pre/post teach.	on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.'	
Booster classes to support children with gaps in knowledge and understanding prior to secondary school/SATs.	'Timely interventions and quality feedback have a significant impact on addressing misconceptions quickly, enabling pupils to fully access the following day's learning.' EEF	1, 2, 3, 5, 6, 7
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. (Oral language interventions – teaching and learning toolkit, EEF)	1, 3, 4, 5

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

Budgeted cost: £14, 340

Linked to our school improvement plan:

Behaviour and attitudes

KP2A: All staff have consistently high expectations for pupils' behaviour in line with the relationship and behaviour policy, which is based on our school values.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on restorative and relational practice. Completion of Nurture UK training to become an accredited 'Nurturing School'.	EEF: Creating a positive and supportive environment for all pupils means reinforcing a shared language, activity, routines and strategies throughout the school. Effective teaching and learning requires positive relationships and interactions between teachers and pupils.	4, 5
Small group/individual ELSA/Drawing and talking sessions to support children's	EEF: Pupils who are aware of their own behaviour, who can self-regulate and deploy coping skills, will be less likely to misbehave in school. Once such	4, 5, 6

mental well-being, reducing anxiety and allowing children to access learning.	strategies have been developed and strengthened, they turn into essential life skills and help students to become motivated and determined to succeed. Behaviour-for-learning approaches can be supported by the evidence on social and emotional learning, self-regulation, and essential life skills.	
Morning wake-up breakfast club – soft start for children who are showing significant anxiety about coming into school. Free access to clubs, including breakfast club or more specific curriculum- linked clubs or music tuition.	Government research shows most parents (87%) think breakfast clubs are a good chance for children to socialise, and two thirds (66%) recognise the value of clubs providing educational activities. Breakfast clubs have been shown to boost children’s reading, writing, and maths by an average of 2 months.	4, 5, 6
Continue to identify and meet with families where attendance/punctuality is an issue. Address circumstances individually.	EEF: Poor attendance at school is linked to poor academic attainment across all stages. Attendance team analyse data to identify trends, meet with parents to address barriers and hold parents to account if necessary.	6, 4, 5
Home/School Link worker providing support to families in challenging circumstances, as well as family engagement with school.	The HSLW has worked with families for a number of years and is able to signpost families to a range of support, including child and parent well-being, domestic abuse, early help, parenting courses, managing behaviour at home, EBSNA.	6, 4, 5
CGP work books and TTRS accounts for home learning.	The EEF provides strong evidence in support of home learning linked to class learning. In order to do this effectively we provide work books and online learning apps for all children for home learning. Where needed, specific home learning packs are provided.	7
Support for families to ensure that all children eligible for PP maintain equal opportunities in school– contribution to school uniform/PE kit/equipment/dress up day/PTA events - support where required.	We highly value the welfare and inclusion of all our pupils and the curriculum value of every pupil being able to dress smartly for school and join in with all educational activities. We recognise the importance that our community events have on increasing the sense of belonging and the value that this has for families.	4, 6, 7

Total budgeted cost: £64, 340

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The gap between disadvantaged and non-disadvantaged outcomes for KS2 remained fairly constant for combined RWM age related expectations at the end of Y6 vs the previous academic year. This was due to low writing outcomes for PP children. However, the gap in maths narrowed by 33% and in reading by 32%.

In Early Years, the focus on Communication and Language has made an impact, with the gap between PP and non-PP reduced by 13.7% for Listening, Language and Understanding and 6.8% for Speaking. However, this has not yet translated into improvements in GLD as Literacy and Writing early learning goals were not met by all PP children.

Our Ofsted report in 2024 stated:

The school has made substantial changes over the past few years, and this has led to clear improvements in pupils' experiences. Children make a bright start in early years. They form positive bonds with classmates and adults. This is because staff know the children well, and understand what they need in order to develop. Throughout the school, pupils enjoy learning and they attend well. The school is ambitious for all pupils, and the curriculum enables them to achieve well.

Pupils with special educational needs and/or disabilities (SEND) benefit from effective support. Staff are thoughtful in adapting tasks so that pupils with SEND do not feel singled out. This reflects the school's commitment to inclusivity, which is shared enthusiastically by the pupils.

The school works closely with families to promote attendance. Leaders have a detailed grasp of the barriers faced by some pupils, for instance in attending punctually. Tackling the causes of these issues has helped the school to sustain high attendance and improvements in punctuality.