

# Pupil premium strategy statement – Ashwood Park Primary School

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	303
Proportion (%) of pupil premium eligible pupils	26.5 %
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025, 2025-2026, 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Keith Butler Headteacher
Pupil premium lead	Rob Perkes Deputy Head Teacher
Governor / Trustee lead	Emily Hodges

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> <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>	£119, 830

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social or family support worker or act as young carers. The activities are to support their needs, regardless of whether they are disadvantaged or not.

EEF research shows the greatest impact on pupil premium children is receiving consistently high-quality teaching and this is at the heart of our approach, 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 improve, be sustained, and bring them in line with their peers.

Our strategy is also integral to wider school plans for education recovery, including school-based tutoring, for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment, not assumptions about the impact of disadvantage. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from early years through to Key Stage 2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

3	Internal data and statutory assessments indicate that maths attainment among disadvantaged is below that of non-disadvantaged pupils.
4	Key Stage 2 statutory assessment data suggests that progress and attainment for disadvantaged pupils is below that of non-disadvantaged pupils.
5	Our observations and discussions with pupils and families have identified significant social and emotional issues for many disadvantaged pupils. The number of disadvantaged pupils accessing Early Help support is disproportionately high compared with non-disadvantaged pupils.
6	Attendance data shows that attendance for disadvantaged pupils is lower than for non-disadvantaged pupils. Persistent absenteeism is also higher for disadvantaged pupils.

## 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
<p>Challenge 1</p> <p>Improve oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, learning walks and ongoing formative assessment. WellComm screening records show improved speech and language development for disadvantage pupils.</p>
<p>Challenge 2</p> <p>Improved reading attainment for disadvantaged pupils at the end of Key Stage 2.</p>	<p>Key Stage 2 reading outcomes in 2025 show that disadvantaged pupils achieve at least national averages for attainment and progress measures. Phonics data also shows diminished difference from 2024-25.</p>
<p>Challenge 3 and 4</p> <p>Improved mathematics attainment for disadvantaged pupils at the end of Key Stage 2.</p>	<p>Key Stage 2 mathematics outcomes in 2025 show that disadvantaged pupils achieve at least national averages for attainment and progress measures.</p>
<p>Challenge 5</p> <p>To achieve and sustain improved wellbeing for disadvantaged pupils by providing enrichment opportunities.</p>	<p>High levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• pupil voice, pupil and parent surveys, Boxall profiles and teacher observations</li> <li>• improved attendance</li> <li>• increased offer of and participation in enrichment activities including sporting events and residential visits.</li> <li>• reduction of incidents on CPOMS linked to mental health</li> </ul>

Challenge 6 To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	Sustained high attendance demonstrated. Attendance for disadvantaged pupils to be in line with non-disadvantaged pupils.
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## 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: £ 66, 250

Activity	Evidence that supports this approach	Challenge number(s) addressed
WellComm Language Screening, staff training and resource time in EYFS. Talk Boost Training in EYFS.	There is strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1
Phonics Lead-Embed Twinkl phonics programme. Training for support staff to deliver phonics intervention in Key Stage 2.	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:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2
Spotlight programme to further develop the teaching of Mathematics and English. Coaching and mentoring system to support teachers to embed new approaches.	Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes-EEF.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a>	3, 4

Maths- Master the Curriculum training, resources and materials.	The EEF toolkit suggest that mastery learning accelerates progress. Work is challenging and is particularly effective when pupils work in groups and take responsibility for supporting each other's progress:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	4
Subscriptions to Master the Curriculum, Times Tables Rock Stars and Numbots		4
Whole school colourful semantics training, resources and materials.	Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes-EEF.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1, 4
Whole school adaptive teaching CPD.	Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes-EEF.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>	1, 2, 3, 4, 5
Whole school nurture and resilience training package.	Evidence shows that early intervention with children and their families can lead to improved outcomes at school and in later life.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	5, 6

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

Budgeted cost: £ 40, 315

Activity	Evidence that supports this approach	Challenge number(s) addressed
Key Stage 2 additional teacher to deliver Mathematics in Year 6.	Tuition targeted at specific needs and knowledge gaps can be an effective to support low attaining pupils or those falling behind, both one-to-one and small groups.	3
KS2 0.6 additional teacher to deliver Mathematics and English in Year 6.	Tuition targeted at specific needs and knowledge gaps can be an effective to support low attaining pupils or those falling behind, both one-to-one and small groups.	3
Key Stage 2 Teaching Assistant providing targeted support in Reading and Mathematics.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	3, 4
Key Stage 2 Teaching Assistant providing targeted support in Phonics.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	2
Key Stage 1 additional TA SALT programme.	<p>There is strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1

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

Budgeted cost: £ 13, 265

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release staff member to work with pupils to support their social and emotional needs (Nurture).	Evidence shows that early intervention with children and their families can lead to improved outcomes at school and in later life.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	5, 6
Release staff member to work with pupils to support their social and emotional needs (ELSA).	Evidence shows that early intervention with children and their families can lead to improved outcomes at school and in later life.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	5, 6
Release staff member to work with families in need of help and support including Level 2 Early Help (school led).	Evidence shows that early intervention with children and their families can lead to improved outcomes at school and in later life.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	5, 6
Subsidised residential offer-Year 6.	Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also self-regulation) may also be involved. All the above have been shown to have a positive impact on outcomes (EEF)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>	5
Release staff members to monitor attendance and to work with families	<a href="https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf">https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</a>	6

to improve attendance.		
<p>Subsidise transport costs to enable enrichment offer.</p> <p>School to provide transport to enrichment activities including sporting competitions to extend the current enrichment offer.</p> <p>Work alongside community partners including Hickory's Restaurants to incentivise attendance for PPM children.</p>	<p>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also self-regulation) may also be involved. All the above have been shown to have a positive impact on outcomes (EEF)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	6
<p>Boxall Profile Online assessment tool for social, emotional and behavioural difficulties.</p> <p>Training for all staff and cost of online platform.</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, attitude, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	5, 6

**Total budgeted cost: £ 119,830**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Over the past academic year, we have seen some notable improvements in the outcomes for our disadvantaged pupils. Key highlights include:

**Improved Attainment:** The percentage of disadvantaged pupils achieving the expected standard in reading, writing, and maths has increased significantly compared to previous years.

**Progress Scores:** Disadvantaged pupils have shown improved progress scores, with average progress in reading, writing and mathematics increasing last academic.

**Attendance:** Attendance rates for disadvantaged pupils have improved, narrowing the gap between disadvantaged and non-disadvantaged pupils.

Despite these positive developments, outcomes for disadvantaged pupils remain below those of their non-disadvantaged peers. Key areas for continued focus include:

**Closing the Attainment Gap:** While attainment has improved, there is still a gap between disadvantaged and non-disadvantaged pupils. We aim to reduce this gap further by ensuring quality first teaching across all key stages and implementing targeted interventions.

**Enhanced Support:** Providing additional support for disadvantaged pupils, particularly in areas such as literacy and numeracy, to ensure they can achieve their full potential.

**Parental Engagement:** Increasing engagement with parents and carers of disadvantaged pupils to support learning at home and improve overall outcomes.

It is clear that the initiatives funded by the Pupil Premium relating to pupil behaviour and child mental health are making a positive impact. Improved behaviour and well-being, as evidenced by pupil feedback and an ongoing reduction in fixed-term exclusions, are significant indicators of success.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Learning resources to supplement R to Year 6 in English and Maths	CPG

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