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	312
Proportion (%) of pupil premium eligible pupils	25.89%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025-2026, 2026-2027, 2027-28
Date this statement was published	December 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Keith Butler Headteacher
Pupil premium lead	Rob Perkes Co-Head Teacher
Governor / Trustee lead	Emily Hodges

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,400
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*	£106,400

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 that their peers. This negatively impacts their development as readers.

3	Internal data and statutory assessments indicate that maths attainment among disadvantaged pupils 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
Challenge 1 Improve oral language skills and vocabulary among disadvantaged pupils.	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.
Challenge 2 Improved reading attainment for disadvantaged pupils at the end of Key Stage 2.	Key Stage 2 reading outcomes in 2026 show that disadvantaged pupils achieve at least national averages for attainment and progress measures. KS2 results will show equalised attainment for disadvantaged pupils when compared to their non-disadvantaged peers at the ‘expected’ level and ‘greater depth’ level. Phonics data also shows diminished difference from 2024-25.
Challenge 3 and 4 Improved mathematics attainment for disadvantaged pupils at the end of Key Stage 2.	Key Stage 2 mathematics outcomes in 2026 show that disadvantaged pupils achieve at least national averages for attainment and progress measures. KS2 results will show equalised attainment for disadvantaged pupils when compared to their non-disadvantaged peers at the ‘expected’ level and ‘greater depth’ level. Internal data will indicate improved attainment and progress in disadvantaged pupils.
Challenge 5	High levels of wellbeing demonstrated by:

To achieve and sustain improved wellbeing for disadvantaged pupils by providing enrichment opportunities.	• pupil voice, pupil and parent surveys, Boxall profiles and teacher observations • improved attendance • increased offer of and participation in enrichment activities including sporting events and residential visits. • reduction of incidents on CPOMS linked to mental health
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. Raising the awareness of the importance of attendance for the harder to reach disadvantaged families. Persistent absence of the disadvantaged pupils will decrease.

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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
Phonics Lead-Embed Twinkl phonics 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:	2

Training for support staff to deliver phonics intervention in Key Stage 2.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	3, 4
Mathematics- Use of Assistant Headteacher for 50% (0.8) timetable and HLTA to accelerate progress and attainment in Mathematics in Year 6 and Year 4.	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	4
Reading- Use of Assistant Headteacher to support teaching of Guided Reading in Years 5 and 6 in order to accelerate progress.	Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes- EEF. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	2
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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5, 6

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

Budgeted cost: £ 3*0, 175*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Key Stage 2 additional teacher to deliver Mathematics in Year 6 and Year 4.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3
KS2 additional teacher to deliver Mathematics 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	3

	And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Key Stage 2 Teaching Assistant providing targeted support in Reading and Mathematics.	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 3, 4
Key Stage 2 Teaching Assistant providing targeted support in Phonics.	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2
Key Stage 1 additional TA SALT programme.	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1

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

Budgeted cost: £ 9*, 975*

Activity	Evidence that supports this approach	Chall enge numb

		er(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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	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) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	5
Release staff members to monitor attendance and to work with families to improve attendance.	https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf	6
Subsidise transport costs to enable enrichment offer. School to provide transport to enrichment activities	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)	6

including sporting competitions to extend the current enrichment offer. Work alongside community partners including Hickory's Restaurants to incentivise attendance for PPM children.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	
Boxall Profile Online assessment tool for social, emotional and behavioural difficulties. Training for all staff and cost of online platform.	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): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5, 6

Total budgeted cost: £ *106,400*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge 1
Improve oral language skills and vocabulary among disadvantaged pupils.

To improve communication, language and literacy outcomes for disadvantaged pupils, the school has implemented four complementary strategies: WellComm, Get Talking Programme, Colourful Semantics, and Adaptive Teaching. Together, these approaches provide a blend of targeted intervention and high-quality classroom practice, enabling pupils to overcome barriers to learning while ensuring that support is embedded within daily teaching. The evidence below demonstrates the impact of these strategies on communication, language, writing and wider attainment outcomes for Pupil Premium pupils during the first year of the strategy.

WellComm is now in its second year as part of our Pupil Premium strategy and continues to have a positive impact on communication and language development. Baseline assessments in Nursery and Reception were used to identify pupils requiring additional support and inform targeted intervention. Of the four Pupil Premium children in Reception, all achieved the Communication and Language Early Learning Goal and two achieved GLD overall.

One pupil increased their WellComm screening score from 36 to 47 months, representing 11 months of developmental progress within an 8-month period. Another pupil achieved the expected standard in Speaking despite not achieving GLD overall, demonstrating the positive impact of targeted communication support. WellComm will continue to be a key element of the strategy during Year 2.

Targeted speech and language interventions have successfully accelerated progress for pupils with identified communication needs. The Key Stage 1/EYFS SALT Teaching Assistant worked directly with Pupil Premium pupils, leading to increased confidence and engagement in classroom learning.

The Get Talking intervention programme was particularly successful. All four Pupil Premium pupils made accelerated progress, with three out of four pupils making six months' progress in three months and one pupil making twelve months' progress in the same period. These interventions have been effective in addressing identified language and communication barriers.

Colourful Semantics continues to be used as a whole-school approach to developing spoken and written language. Since its introduction in 2023-24, there has been a steady improvement in outcomes, including a 20% increase in Key Stage 2 writing attainment.

The approach supports pupils in developing vocabulary, sentence construction and oral rehearsal skills, leading to improvements in both speaking and writing. In 2025-26, 64% of Pupil Premium pupils achieved the expected standard in writing in Year 6, slightly above national averages for disadvantaged pupils. In addition, Key Stage 2 outcomes suggest that this approach is helping to narrow the attainment gap between pupil premium and non-pupil premium pupils in Grammar, Punctuation and Spelling (GPS). Pupil premium pupils have demonstrated a three-year upward trend in GPS outcomes, with an 11 percentage point increase in 2025-26 compared with 2024-25. In contrast, outcomes for non-pupil premium pupils remained stable over the same period, indicating that the gap is beginning to close. The strategy remains an important component of our provision.

Adaptive teaching has been a major focus of professional development and remains a key priority within the School Development Plan as part of the Ashwood approach to Quality First Teaching. Staff training has strengthened teachers' ability to adapt learning effectively to meet the needs of disadvantaged pupils within everyday classroom practice.

During Year 1, adaptive teaching was developed as a whole-school priority. Achievement Team meetings have also been used to identify barriers to learning, track the progress of Pupil Premium pupils and plan targeted actions to accelerate progress. In Year 2, leaders will place greater emphasis on monitoring the quality of provision and outcomes for Pupil Premium pupils, particularly in reading and mathematics, to ensure that classroom adaptations consistently support strong progress and attainment.

Challenge 2
Improved reading attainment for disadvantaged pupils at the end of Key Stage 2.

Despite the range of support provided, phonics outcomes remain below the school's expectations. Leaders have identified a downward trend in phonics attainment over the past three years and recognise the need to strengthen current provision. As a result, the school is reviewing its approach to phonics teaching and exploring additional intervention programmes to support pupils who do not achieve the phonics standard in Year 1.

In 2025-26, 11 pupils did not meet the expected standard in the Year 1 Phonics Screening Check, including six Pupil Premium pupils. To address this, the school will implement a targeted phonics intervention programme for identified pupils in Key Stage 1, alongside closely monitoring progress through regular assessment. The aim is to accelerate learning, reduce attainment gaps and increase the proportion of pupils, particularly those who are disadvantaged, who successfully meet the expected standard in the Year 2 Phonics Screening Check.

The impact of the TA-led intervention showed one-third of the pupils supported achieving the expected standard in reading.

As a result of disappointing outcomes, the school has made changes to its approach to reading in year 2 of the strategy. The previous model has been replaced with longer whole-class guided reading sessions designed to provide pupils with greater exposure to high-quality texts and extended opportunities to develop reading fluency, vocabulary, comprehension and reading knowledge. This revised approach aims to strengthen core classroom provision and improve reading outcomes for all pupils, particularly those who are disadvantaged. In addition (in line with The Ashwood Way) our disadvantaged pupils will receive additional focused real time marking and feedback.

Challenge 3 and 4
Improved mathematics attainment for disadvantaged pupils at the end of Key Stage 2.

To accelerate progress and narrow attainment gaps for disadvantaged pupils, the school implemented three complementary strategies: consistent use of TT Rock Stars, additional teaching groups led by a Higher-Level Teaching Assistant and Assistant Headteacher, and enhanced monitoring of individual pupils through regular progress reviews. These approaches provided pupils with focused teaching, timely intervention and tailored support to address identified learning gaps. Alongside high-quality classroom teaching, this targeted provision has enabled leaders to closely track the progress of disadvantaged pupils and respond quickly where additional support is required.

The consistent use of TT Rock Stars has had a significant impact on the numbers of Pupil Premium Pupils achieving the expected standard at the end of Year 4.

Pupil Premium pupils achieved a mean score of 20.13 in the Year 4 Multiplication Tables Check (MTC). This represents an increase of 2.63 marks compared to 2024-25 and is higher than the national average score for Pupil Premium pupils in 2024-25.

44% of Pupil Premium pupils achieved full marks (25/25) in the MTC. This represents a 28-percentage point increase compared to 2024-25.

The proportion of Pupil Premium pupils achieving full marks exceeded both the 2024-25 national average for Pupil Premium pupils (27%) and the national average for all pupils (37%).

The percentage of Pupil Premium pupils achieving the expected standard in Mathematics at the end of Key Stage 2 increased by 10 percentage points compared to 2024-25.

These improvements demonstrate the positive impact of additional teaching capacity in Year 6, enabling targeted support, timely intervention and responsive teaching to address gaps in learning.

Challenge 5
To achieve and sustain improved wellbeing for disadvantaged pupils by providing enrichment opportunities.

Two ELSA-trained members of staff provided targeted SEMH support for 15 Pupil Premium pupils through soft-start provision, breaktime and lunchtime nurture support, and structured small-group and individual interventions. This approach helped all 15 pupils to develop emotional regulation, resilience, confidence and engagement in learning.

The ELSA intervention has had a positive impact on pupils' social and emotional development. Pre- and post-intervention assessments demonstrate improvements across key areas including emotional awareness, self-esteem, social skills, friendships, independence and growth mindset. Several pupils showed substantial gains in confidence, emotional regulation and social interaction, with the strongest improvements evident in social skills and self-esteem. While a small number of individual measures showed limited change or slight reductions, the overall trend indicates that ELSA support has successfully enhanced pupils' emotional wellbeing and their ability to manage relationships, recognise emotions and engage positively with others.

Post-intervention assessments demonstrate the following positive impact on pupils' social and emotional development:

- The strongest improvements were seen in social skills, with pupils demonstrating increased confidence in interacting positively with others and engaging in social situations.
- Self-esteem improved significantly for most pupils, suggesting increased confidence, resilience and a more positive self-image.
- Emotional awareness showed consistent improvement across the cohort, enabling pupils to better recognise, understand and communicate their emotions.
- Most pupils made notable progress in friendship and relationship skills, supporting stronger peer interactions and more positive social experiences.
- Improvements in growth mindset were evident across all pupils assessed, reflecting increased perseverance, confidence when facing challenges and a willingness to engage with learning.
- Assessment outcomes indicate improved emotional regulation, with reductions in anxiety and better management of feelings such as anger for the majority of pupils.

- Several pupils demonstrated substantial gains in confidence, emotional maturity and social interaction, contributing positively to their readiness for learning and overall wellbeing.

All Pupil Premium pupils have benefited from the wide range of enrichment opportunities provided by the school, including fully or partially subsidised educational visits. These experiences have ensured that financial barriers do not prevent participation and have enhanced pupils' cultural capital, broadened their experiences and supported their engagement with learning alongside their peers.

Challenge 6
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils

Attendance for pupil premium children last academic year was 91% which was above National figures of 89.13%. As a school we worked closely with the families of Pupil Premium pupils offering a variety of support such as ELSA, soft starts, early help and support from outside agencies to encourage better attendance. Attendance support plans were also used to help tailor targeted support to pupils where needed.

Regular tracking of data and a focus on attendance in pupil progress meetings ensured Pupil Premium pupils and families were able to be offered support to reduce absence.

Despite this Improving picture attendance of Pupil Premium pupils will continue to be a key priority for 2026–27.

Summary

Overall, the 2025–26 strategy has secured some positive outcomes for disadvantaged pupils, including improvements in mathematics and writing. However, this evaluation has also identified opportunities to strengthen consistency and build on these successes further. As a result, we have refined both our priority challenges and the approaches used to address them. The 2026–27 strategy reflects these changes, setting out the revised actions and evidence-informed approaches that will be implemented in year 2 to maximise impact on pupil outcomes.

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
