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	274
Proportion (%) of pupil premium eligible pupils	
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	£107,670
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*	£107,670

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	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.
3	Attendance data shows that attendance for disadvantaged pupils is lower than for non-disadvantaged pupils. Persistent absenteeism is also higher for disadvantaged pupils.
4	Despite improvements in teaching and learning, continued focus is required to embed *The Ashwood Way* fully, ensuring that all pupils, particularly those who are disadvantaged, consistently experience high-quality first teaching.
5	Attainment in phonics and reading for disadvantaged pupils remains below that of their non-disadvantaged peers. There is a need to improve outcomes in the Year 1 Phonics Screening Check and end of Key Stage 2 reading assessments by addressing gaps in phonics knowledge, reading fluency, vocabulary, and comprehension, ensuring disadvantaged pupils achieve in line with, or above, national expectations.

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 To achieve and sustain improved wellbeing for disadvantaged pupils by providing enrichment opportunities.	High levels of wellbeing demonstrated by: • 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 3 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 disadvantaged pupils will decrease.
Challenge 4 Despite improvements in teaching and learning, continued focus is required to embed *The Ashwood Way* fully, ensuring that all pupils, particularly those who are disadvantaged, consistently experience high-quality first teaching.	Lesson observations and learning walks show that The Ashwood Way is implemented consistently across all classes and subjects. Disadvantaged pupils demonstrate high levels of engagement, participation and independence during lessons. Book scrutiny shows consistent use of agreed pedagogical approaches, including retrieval practice, modelling, questioning and feedback. The attainment gap between disadvantaged pupils and their peers narrows across key year groups and subjects. Pupil voice demonstrates that disadvantaged pupils can articulate how classroom routines and teaching strategies support their learning. Staff surveys indicate increased confidence and consistency in applying *The Ashwood Way*.
Challenge 5 Attainment in phonics and reading for disadvantaged pupils remains below that of their non-disadvantaged peers. There is a need to improve outcomes in the Year 1 Phonics Screening Check and end of Key Stage 2 reading assessments by addressing gaps in phonics knowledge, reading fluency, vocabulary, and comprehension, ensuring disadvantaged pupils achieve in line with, or above, national expectations.	The percentage of disadvantaged pupils achieving the expected standard in the Year 1 Phonics Screening Check will increase. The attainment gap between disadvantaged and non-disadvantaged pupils in the Year 1 Phonics Screening Check will reduce. The percentage of disadvantaged pupils achieving the expected standard in reading at the end of Key Stage 2 will increase compared to the previous academic year. The attainment gap between disadvantaged and non-disadvantaged pupils in Key Stage 2 reading will diminish. Disadvantaged pupils will demonstrate improved reading fluency, accuracy, vocabulary knowledge and comprehension, evidenced through assessment outcomes and pupil progress data. A greater proportion of disadvantaged pupils identified as not on track to achieve ARE will make accelerated progress through targeted phonics and reading interventions.

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: £ *67, 460*

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
Spotlight programme to embed the Ashwood Way of teaching and learning	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	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
Subscriptions to Times Tables Rock Stars and Numbots	EEF Improving Mathematics in Key Stages 2 and 3 Guidance Report highlights that pupils should develop secure recall of basic number facts and multiplication tables. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	4
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	2
Fund an additional teacher to provide dedicated leadership capacity for the Assistant Headteacher to lead teaching and learning.	The EEF identifies high-quality teaching as the most effective way to improve outcomes for disadvantaged pupils. To strengthen the quality and consistency of teaching, the school will fund an additional teaching post, enabling the Assistant Headteacher to become a non-class-based Teaching and Learning Lead. This additional leadership capacity will allow for the implementation of evidence-informed professional development, instructional coaching, lesson monitoring and support for teachers. Research from the EEF shows that effective professional development and careful implementation of school improvement initiatives are key mechanisms for improving classroom practice and narrowing the disadvantage gap. Effective Professional Development | EEF A School's Guide to Implementation | EEF	4

Use the expertise of the Assistant Headteacher (Teaching and Learning Lead) to deliver evidence-informed CPD, coaching.	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	Challenge 5

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

Budgeted cost: £ 30*, 175*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Key Stage 2 additional staff (AH & HLTA) 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	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	Challenge number(s) addressed
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	2
Fund staff release time to enable regular attendance monitoring, early identification of concerns, and sustained partnership working with families. This will support the implementation and embedding of the Inclusive Attendance Programme, helping to develop a whole-school culture in which all pupils, particularly those who are disadvantaged, attend regularly,	https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf	3

feel a sense of belonging, and are supported to overcome barriers to attendance.		
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	1,2,3, 4
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	2

Total budgeted cost: £ *107,670*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2026-7

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