



# Pupil Premium Report

December 2024

# Pupil premium strategy statement – Ashleigh 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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail   | Data   |
|--|--|
| Number of pupils in school   | 212  |
| Proportion (%) of pupil premium eligible pupils  | 20%  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement for each academic year</b> ) | 2024/2025 to 2026/2027                               |
| Date this statement was published  | December 2024  |
| Date on which it will be reviewed  | December 2025  |
| Statement authorised by  | <i>Ian Matthews</i><br>Headteacher                   |
| Pupil premium lead   | <i>Matt Harty</i><br>Deputy headteacher              |
| Governor / Trustee lead  | <i>Les Campbell</i><br>lead for disadvantaged pupils |

## Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year       | £60,680 |
| Pupil premium funding carried forward from previous years | £0      |
| <b>Total budget for this academic year</b>                | £60,680 |

## Part A: Pupil premium strategy plan

### Statement of intent

At Ashleigh Primary School, we have a proven track record of effectively allocating our Pupil Premium funding to ensure the academic gap is narrowed for the most disadvantaged pupils. Although we understand what works best for our pupils we are also keen to understand and implement the latest research to ensure the impact we achieve is the greatest we can accomplish for our children. Whenever we make decisions about the use of our Pupil Premium funding, we always consider the current context of the school and the subsequent challenges we have faced over the academic year. These conclusions assist us in shaping our strategic thinking. As we emerge from the pandemic, we have been led by the EEF's thinking on pupil premium allocation and have used a number of their conclusions to best support decisions around the usefulness of different strategies and their value for money. Whilst this turbulent period has brought numerous challenges to our children and families, we have concluded that it should act as springboard to build upon rather than a drag factor to dwell upon. We have opted to incorporate many of the positives we know worked well during this unsettled period to dovetail alongside what we already know works well for our pupils historically. We firmly believe this mantra bodes well in our ambition to ensure we strive for equity and excellence for our most disadvantaged pupils. We conclude that common barriers to learning for disadvantaged children can be: less support at home, lower aspirations, passiveness, weak language and communication skills, a lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations or vulnerability that prevent children from flourishing. The challenges are varied and there is no "one size fits all". At Ashleigh Primary School, every child is treated as an individual and no stone is left unturned to ensure our motto of 'Together we Learn, Grow and Succeed' is achieved for all children. We are passionate about ensuring the most disadvantaged are equipped with the skillset and cultural capital they need to succeed and indeed thrive in the modern world.

Our ultimate objectives are:

- To continue to narrow the attainment gap, with a view to eliminating it, between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities are ambitious and meet the needs of all the pupils including all those with SEN
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Current figures detail that 23% (Sept 21) of children are deemed disadvantaged. We believe this is a conservative estimate given the high levels of social deprivation in the area.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- Ensuring all teaching is good or better.
- Reducing class sizes, consequently improving opportunities for effective teaching and accelerating progress
- Small group support during the school day, including at lunchtimes
- Employing a well being mentor to deliver a targeted program of support
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Resources are to be used to target able pupil premium children to exceed Age Related Expectations
- Additional learning support from skilled S.S.As.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom
- Behaviour support and well-being support

## Challenges

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

|   | <b>Detail of challenge</b>   |
|---|--|
| 1 | A significant proportion of our children require mental health / wellbeing support on an ongoing basis   |
| 2 | Motivation of learners - A significant proportion of our children need a tailored curriculum that is specific and meaningful to them.  |
| 3 | Low aspiration due to lack of educational/ meaningful social experiences away from school. In short, a lack of cultural capital.   |
| 4 | Language acquisition is an ongoing challenge, with many children having limited vocabulary upon entry  |
| 5 | Many pupil premium children do not participate in the wider opportunities that many of their non-disadvantaged counterparts experience. This consequently limits their life experience and cultural capital, impacting their personal development over time. |

## 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.

| <b>Intended outcome</b>        | <b>Success criteria</b>  |
|--------------------------------|--|
| Progress in Reading            | Achieve national average progress scores in KS2 Reading  |
| Progress in Writing            | Achieve national average progress scores in KS2 Writing  |
| Progress in Mathematics        | Achieve national average progress scores in KS2 Maths  |
| Improved attitudes to learning | A relaunch of our school values and to be able to see them through everything we say and do at Ashleigh. |

## 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: £ 3,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| All teaching staff to access whole school CPD, mentoring and coaching with a view to establishing more outstanding teaching across the board | EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff so have identified a new member of staff who will take on and develop this role with the middle management structure. | 2, 3, 4                       |
| To ensure all classroom based staff are trained in the teaching of phonics   | Given the amount of time children have had away from school, we are committed to ensuring our children in KS1 and the lower juniors catch up in phonics to ensure they can access age related 2,6,8 6 texts and become fluent readers before they leave us.   | 2, 4                          |
| Smaller class sizes in KS1. 4 classes rather than 3.   | We believe teaching children in smaller cohorts enables our teachers to pinpoint potential underachievement, moreover, giving them the opportunity to address it immediately. By having a fourth class in KS1 this year (rather than 3), we can give the children in Y1 and Y2 an improved chance of catching up following the national pandemic of 2020-22                     | 1, 2, 3, 4                    |

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

Budgeted cost: £9,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Appointment of an experienced one to one tutor to deliver a targeted programme of keep up and catch in Year 5 and Year 6. | EEF (4+ months additional progress over the academic year) On average, small group tuition is very effective at improving pupil outcomes. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. We will deploy our own team to carry out this area as they know precisely what is needed to move the children on. | 2, 4                          |
| Provide group tuition for children who have fallen the furthest behind during the pandemic.                               | EEF (4+ months additional progress over the academic year) On average, small group tuition is very effective at improving pupil outcomes. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. We will deploy our own team to carry out this area as they know precisely what is needed to move the children on. | 2, 4                          |

|   |   |             |
|---|---|-------------|
| <p>Catch up sessions at lunchtimes for children in Y3 and Y4, led by trained TAs.</p> | <p>EEF (4+ months additional progress over the academic year) On average, small group tuition is very effective at improving pupil outcomes. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> | <p>2, 4</p> |
|---|---|-------------|

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

Budgeted cost: £48,000

| <b>Activity</b>   | <b>Evidence that supports this approach</b>  | <b>Challenge number(s) addressed</b> |
|---|--|--------------------------------------|
| <p>Continued funding for a Senior Safeguarding Lead /Wellbeing manager. Elsa and a Wellbeing Mentor</p> | <p>National data shows that children’s mental health has been negatively impacted by the on-going pandemic. Children being able to access a trained person whenever they need to, will help address an increasing need.</p> <p>Our well-being team will continue to work with disadvantaged children to ensure the children get the very best support possible. This will impact upon their attendance, behaviour and academic outcomes.</p> | <p>1, 3</p>                          |
| <p>Improved use of our outdoor provision.</p>   | <p>Our children lack many of the fundamental life skills + experiences required due to limited cultural capital. By developing our school grounds and employing an outdoor provision lead and assistant, children will experience the great outdoors on their own school grounds.</p>  | <p>1, 2 , 3, 5</p>                   |



|  |  |                   |
|--|--|-------------------|
| <p>Investment in additional laptops to ensure more children have access to online platforms to support their learning.<br/>Creation of a more appropriate online platform via the new website provider, School Spider.</p> | <p>We are constantly looking to invest in technology in order for children to become much more self-led in their learning over time.</p>   | <p>2</p>          |
| <p>Sports coaching, after school and at lunchtimes</p>   | <p>Professional sports coaches to run multi-skills sessions after school and at lunchtimes in order to keep children focused and engaged.</p>  | <p>2, 5</p>       |
| <p>Visiting artists and poets to support, inspire, engage and motivate children.</p>   | <p>Reluctant writers continue to gain a great deal from our poets' visits. Reluctant boys are inspired to write poems which are displayed and celebrated throughout school and via twitter on our class pages. The artists visits are incredibly useful for children and staff, leading to C.P.D in drawing and sketching which results in high quality art teaching for the children</p>  | <p>2, 3, 4</p>    |
| <p>To further develop effective communication with our families through our school app. Booking service for Parents' Evenings.</p>   | <p>The vast majority of our parents and carers who are hard to reach, communicate using their mobile phone to engage with school. Feedback from parents suggests this is a popular means of communication that improves engagement</p>   | <p>5</p>          |
| <p>To subsidise after school clubs and trips to ensure all learners can access rich and diverse experiences away from the classroom</p>  | <p>Many of our children would struggle to access trips, visits and after school provision due to financial restrictions. We will endeavour to ensure this is not a barrier to our children's experience whilst at Ashleigh. The vast majority of our clubs are heavily subsidised or indeed entirely funded to ensure the most disadvantaged are not excluded from any of the provision we offer. Furthermore, our variety of activities will be further extended to appeal to more learners with a view to encouraging further participation.</p> | <p>1, 2, 3, 5</p> |

|  |  |                |
|--|--|----------------|
| <p>To further develop the role of the subject leader</p>                         | <p>Over recent years much of our focus has been on improving our children's aptitude in reading, writing and mathematics. As we move into this next phase of school development, we are determined to raise standards across the board in all areas, mirroring that of what we see in the core subjects. We are committed to ensuring children receive first class provision. A great deal of time and investment will be placed upon this area over the next three years.</p> | <p>2, 3, 4</p> |
| <p>To review our curriculum and make it even more tailored for our children.</p> | <p>Over recent years much of our focus has been on improving our children's aptitude in reading, writing and mathematics. As we move into this next phase of school development, we are determined to raise standards across the board in all areas, mirroring that of what we see in the core subjects. We are committed to ensuring children receive first class provision. A great deal of time and investment will be placed upon this area over the next three years.</p> | <p>2, 3, 4</p> |
|  |  |                |

**Total budgeted cost: £60,680**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

| Review of expenditure 2023-24                     |  |   |   |
|---|--|---|---|
| Desired Outcome                                   | Chosen action/approach   | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.  | Lessons learned (and whether you will continue with this approach)  |
| The deployment of a well-being mentor             | Drop in sessions and targeted work with groups and identified individuals. | All children have access to this service, but PP children are targeted where there is a specific need, A number of children were able to work with the mentor and there were significant improvements recorded in their mental health issues.       | This appointment has proven to be vital in helping to maintain and improve our children's mental health.<br><br>This provision will continue.   |
| To further develop our outdoor nurture provision. | Outdoor classroom created.   | Targeted children to work in the 'gardening club', with the well being mentor and assistant. These children sometimes lack adult interactions elsewhere, and this has given them the opportunity to work alongside their peers and a trusted adult. | There is a significant impact on the behaviour of targeted children taking part in these sessions. There is less impact on academic progress, but some was recorded.<br><br>This provision will continue. |

|  |  |   |   |
|--|--|---|---|
| <p>Sports coaching / structured play before school and at lunchtimes</p> | <p>Targeted pupil premium children</p> | <p>Professional sports coaches ran multi-skills sessions at lunchtimes in order to keep children focused and engaged.</p>   | <p>We have seen excellent results in this area, with less children becoming preoccupied with fallings out on the playground and more emphasis on develop school values through healthy competition. Subsequently children are ready to start their lessons in the right frame of mind and make good progress.</p> <p>This provision will continue, but at a reduced rate, i.e. 1 after school club funded, rather than 2.</p> |
| <p>Breakfast Club subsidy</p>  | <p>Targeted PP children.</p>           | <p>7.15am-8.40am</p> <p>Breakfast Club provides children a safe, fun environment that sets pupils up for the day. Staff are on hand to provide structured activities, or children can choose to take time to have a quiet breakfast with their friends.</p> | <p>This provision will continue.</p>  |

## Externally provided programmes

| Programme | Provider |
|-----------|----------|
| None      |          |
|           |          |

## Service pupil premium funding (optional)

|  |
|--|
| <b>How our service pupil premium allocation was spent last academic year</b> |
| None   |
| <b>The impact of that spending on service pupil premium eligible pupils</b>  |
| N/A  |

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.