

# Pupil premium strategy statement 2025/2028 – Ashby C of E 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  | 272                                 |
| Proportion (%) of pupil premium eligible pupils                         | 18%                                 |
| Academic year/years that our current pupil premium strategy plan covers | 2025/2026<br>2026/2027<br>2027/2028 |
| Date this statement was published                                       | November 2025                       |
| Date on which it will be reviewed                                       | November 2026                       |
| Statement authorised by   | Jo Trahearn                         |
| Pupil premium lead  | Jo Trahearn                         |
| Governor / Trustee lead   | Mark Eydman                         |

## Funding overview

| Detail  | Amount           |
|---|------------------|
| Pupil premium funding allocation this academic year       | £77215.00        |
| Pupil premium funding carried forward from previous years | £0               |
| <b>Total budget for this academic year</b>                | <b>£77215.00</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

### Our ultimate objectives are:

- ✓ To narrow the attainment gap 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 & learning opportunities meet the needs of all pupils.
- To increase pupils Cultural Capital through outdoor learning, engaging with music, art, food, dance, language and taking part in trips and residential.
- Increasing the quality of teaching, through Continuous Professional Development (CPD) opportunities including National College, to enable all pupils to achieve their full potential in line with our school vision of ACE.
- 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
- Pupil premium funding will be allocated following needs analysis.

### Achieving these objectives:

The range of provision includes and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved
- To allocate additional learning support to provide small group work focussed on overcoming gaps in learning. This may take the form of pre-teaching to ensure children confidently access

new learning as well as Intervention to avoid children falling behind peers.

- To provide emotional support / developing self-esteem through ELSA, Zones of Regulation interventions and nurture breakfast club & lunchtime clubs.
- Effective learning characteristics development e.g. resilience and risk-taking through initiatives such as Forest School, Bikeability, mindfulness, multi-skills, yoga and sensory circuits,
- 1-1 support
- Additional teaching and learning opportunities provided through trained ELSA or external agencies
- Increased training for support staff to facilitate more effective interventions e.g. RWI support package, Freshstart, White Rose Maths, National College webinars,
- Working alongside parents to develop skills to overcome barriers E.g Phonics, Reading & Maths Parent workshops, Open Classrooms etc
- Support payments for activities such as 1-1 musical instrument tuition & swimming lessons, educational visits and residential.
- Increasing cultural capital to ensure children have first-hand experiences to use in their learning in the classroom.
- Behaviour support
- Additional support during unstructured times e.g. nurture breakfast & lunchtime club, buddying, play coaching, Forest school lunch club, writing/art club.
- Support for equipment and resources to ensure equality of opportunity for all children e.g. hiring musical instrument, funding RWI parent resource packs, loaning sports equipment e.g. bikes for bikeability, football boots, shin pads and buying school uniforms and book bags.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Assessment outcomes of our pupil premium children show that they are not making as rapid progress in reading, writing and maths as non-pupil premium children |
| 2                | Severe emotional issues can negatively impact learning  |

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|---|---|
| 3 | Low parental engagement / ability to support children at home.  |
| 4 | Many of our pupil premium children lack the rich and varied enrichment opportunities experienced by our non-pupil premium children. Our pupil premium children often have a limited vocabulary acquisition and reduced meaningful knowledge of the world. |
| 5 | Attendance and Punctuality for many Pupil Premium falls below 95%.  |

## 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   |
|--|--|
| 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 attendance for disadvantaged pupils | Ensure attendance of disadvantaged pupils is above 96%   |
| Improved attitudes to learning               | Reduction of negative behavioural incidents  |
| Improved wellbeing                           | Pupil surveys reflect greater enjoyment and engagement in school<br>Reduction in referrals to Inclusion / ELSA |

## 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: £8,800

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| CPD to further improve Quality first teaching with a focus on<br><ol style="list-style-type: none"><li>1) Cognitive Load Theory</li><li>2) Memory and Retention</li><li>3) Retrieval Practice</li><li>4) Assessment and Responsive Teaching</li><li>5) Self-regulation &amp; Metacognition</li></ol><br>CPD programme for LSAs as part of Performance Development cycle.<br><br>Teacher Professional Development cycles to be more aligned<br><br>2 x Inset days for whole staff to develop whole school approaches to improve oracy and mathematics<br><br>RWI bite-size training delivered regularly by English leads using online training resources to refresh and build skills for staff at all levels<br><br>Buy in to subject specific organisations like the National College to improve Pedagogy.<br>Termly $\frac{1}{2}$ a day subject leadership release for developing and monitoring. | EEF guide to pupil premium, tiered approach -teaching is the top priority, including CPD.<br><br>Sutton Trust – Quality first teaching has direct impact on student outcomes.<br><br>We recognise we need to build effective systems of mentoring and coaching to be able to support less experienced members of staff as well as further develop our expertise around current research-based findings.<br><br>By investing in professional development for subject leaders, we ensure that disadvantaged pupils receive quality-first instruction that reduces the need for later intervention. | 1,3,5                         |

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

Budgeted cost: £31,645.00

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Establish small group interventions for disadvantaged pupils who have been spotlighted as falling behind age-related expectations during termly Pupil Progress Meetings. Termly intervention planning within teams to address common.</p> <p>Use of daily reading interventions throughout the school.<br/>KS1 RWI – 1-1 Interventions<br/>LKS2 – RWI small group<br/>UKS2 - Freshstart</p> <p>Intensive 1-1 tuition 3 x 20 mins per week focusing on basic reading and maths skills for targeted PP children not working at ARE or slipped.</p> <p>Maths Interventions to be delivered by KS2 class teachers following Smartgrade analysis of White Rose &amp; Headstart assessments. Gaps identified and targeted.</p> | <p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p> <p>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> | 1,2,3                         |

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

**Budgeted cost: £36770.00**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Additional 1 x Emotional Literacy Support Assistant (ELSA) so each team has an ELSA to support PP children – promoting the emotional literacy of children.</p> | <p>By embedding an ELSA within every team, we ensure that Pupil Premium students have immediate access to a "trusted adult" who specializes in nurturing emotional resilience. They provide a safe, reflective space for pupils to explore their feelings, helping them to develop the self-esteem and coping strategies needed</p> | 2, 4, 5                       |

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|  | <p>Additional support in morning and at lunchtimes for PP / vulnerable children with the introduction of a KS1 &amp; KS2 Nurture Breakfast club,</p>  | <p>to navigate personal challenges and thrive both socially and academically</p> <p>Providing a balanced breakfast serves as a critical "neural fuel" that powers early-stage brain development and cognitive processing, improves concentration, boosts memory, stabilize moods, and provides sustained energy for better academic performance and problem-solving. It also improves attendance and punctuality.</p>                        |         |
|  | <p>Additional support in Lunchtime club, Forest Schools Lunchtime club &amp; Art club.</p>  | <p>Providing additional support in lunch, art, and outdoor clubs creates a "safe haven" where vulnerable pupils can develop essential life skills away from the pressures of the formal curriculum. These structured environments allow students to build prosocial skills, such as conflict resolution and empathy, while engaging in non-competitive activities that foster a deeper sense of school belonging and personal resilience</p> | 4, 5    |
|  | <p>Funded wrap around care</p>  | <p>Before and After school care provision acts as a powerful tool for narrowing the achievement gap by offering high-quality enrichment that might otherwise be financially inaccessible, these clubs provide a safe and secure environment where children can improve their "prosocial" skills, such as empathy and cooperation, evidence directly links to higher academic attainment and better mental health.</p>                        | 1, 4, 5 |
|  | <p>Additional wellbeing session with extra LSA to focus on engagement and self-esteem of pupils in KS2. Sessions include the following areas - art therapy; yoga &amp; mindfulness, forest schools etc.</p> | <p>Evidence shows that pupils from disadvantaged backgrounds typically face greater challenges in developing social and emotional skills than their classmates from more affluent families. Because these "soft skills" serve as the foundation for both mental health and classroom achievement, addressing this gap is</p>   | 2, 4, 5 |

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|  | <p>vital to ensuring every child can reach their full potential and avoid poorer long-term outcomes.</p> <p>Implementing a targeted initiative designed to engage less active pupils has been shown to effectively boost physical fitness while simultaneously enhancing mental wellbeing. By focusing on those who typically avoid exercise for a variety of reasons, we can foster a more inclusive environment that supports both bodily health and emotional resilience</p> | 3, 4       |
| <p>Exciting trips and visits will be planned and subsidised for PP children to enhance the curriculum and increase cultural capital. Introduce an additional LKS2 residential for 3 days to build confidence, and for 5 days in UKS2 .</p> | <p>Residential Trips are a transformative experience that builds on students' confidence, drive, and ability to work together. Historically, this remains a standout highlight of the year, allowing classmates to form deep bonds and master practical life skills as they prepare for their journey ahead.</p>  | 2, 3, 4    |
| <p>New MIS enhances ability to monitor attendance data more effectively.</p>   | <p>By tracking data closely, we can provide immediate, targeted support that ensures disadvantaged students do not miss the foundational instruction required for academic success.</p>   | 5          |
| <p>Funded peripatetic Music tuition and hire/purchasing of instruments.</p>  | <p>Music lessons directly supports pupils' cognitive development. Research shows that regular musical tuition improves the "auditory hardware" of the brain, leading to measurable gains in literacy, numeracy, and memory. By removing the financial barrier of instrument costs, we ensure that disadvantaged pupils can develop the self-discipline and focus required for academic mastery, effectively helping to close the attainment gap.</p>                            | 3, 4       |
| <p>Funding school uniforms/ PE wear - attending after school sports clubs</p>  | <p>Funding school uniforms for disadvantaged pupils acts as a vital social leveller, minimizing visible</p>   | 2, 3, 4, 5 |

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|--|--|--|
|  | <p>economic differences and reducing the peer pressure to wear expensive fashion. By ensuring every child has the correct attire, we foster a shared identity and a deeper sense of belonging.</p> |  |
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**Total budgeted cost: £77215.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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|--|---|
| Establish small group interventions for disadvantaged pupils falling behind age-related expectations.  | <p>Children received 1:1 or small group work with PP Teacher / LSA working on specific targets identified by the class teacher. Learning has been moved on with most children making good progress from their starting points. Standards achieved by pupils eligible for PP continues to at least match that of other pupils, unless there is a specific SEN issue. Internal data identifies a narrowing of the gap between disadvantaged and non-disadvantaged pupils.</p> <p>Key Stage 2 66.7% of Disadvantaged children achieved age-related expectation in reading compared to 63.4% nationally. Key Stage 2 91.7% of Disadvantaged children achieved age-related expectation in writing compared to 59.3% nationally</p> |
| Teacher led interventions were carried out in Spring-term 2025 to address gaps in knowledge identified by Smartgrade analysis and discussed in Pupil Progress meetings.  | <p>Internal Pupil Progress Data identified that the percentage of disadvantaged children achieving age-related expectation in reading and writing steadily increased, closing the gap between disadvantaged and non-disadvantaged groups.</p> <p>At the end of KS2 66.7% of Disadvantaged children achieved the expected standard in Reading, compared to only 42.8% nationally. 8.3% of disadvantaged children achieved greater depth in Reading, Writing &amp; Maths compared to only 3.6% nationally.</p>  |
| <p>Additional Learning Assistant to support pupils in Year 6 literacy lessons and carry out writing conferences and reading interventions.</p> <p>A number of children were also targeted for a homework/meet and greet club 2 times a week.</p> | <p>Attendance in school increased. Pupil Premium annual attendance risen to 93% from 91.7% (2023/24)</p> <p>Pupil came into lessons ready to learn as they'd been provided with a breakfast and ELSA support to discuss any worries before school. This in turn improved children's focus and outcomes within morning lessons.</p> <p>66.7% of Pupil Premium Children achieved expected standard in Reading and 91.7% in writing. Baseline data in Aut 24 indicated only 65% of Pupil Premium children were on track to achieve age-related expectation in writing.</p>   |

|  |   |
|--|---|
| Targeted support from sports coach, pupils who had been identified as inactive, do not engage with sports outside school,                                      | 90% of targeted children asked attended the club and improvement to physical fitness and mental wellbeing were noted.<br>72% of pupil premium children from KS2, took part in some form of sporting events where they represented the school. |
| Supported families with before and after school care. This also included the specific focus on new vulnerable families, being offered this, before they asked. | 18 x Pupil Premium children were funded to attend after school care which to engage parents and build stronger relationships.   |

## 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 |
|-----------|----------|
|           |          |
|           |          |