

Pupil premium strategy statement 2025-2026

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	379
Proportion (%) of pupil premium eligible pupils	18.5%
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
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Lesley Bailey (HT)
Pupil premium lead	Anna Witt
Governor / Trustee lead	Louise Bowman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£106,050

Part A: Pupil premium strategy plan

Statement of intent

At Ashford CE Primary School all that we do is underpinned by our Christian vision statement. Through this vision statement, and supported by our core values and ethos, we focus on encouraging all of our pupils to develop an 'I can' attitude to learning. We have a strong focus on the celebration of individuality and everyone within our school achieving to become the best that they can be.

Our intent for our Pupil Premium pupils is that we develop a detailed understanding of the barriers to learning which individual pupils are facing to enable us to provide targeted support which will ultimately narrow the attainment gap so that, at all stages, pupils are supported and have the necessary skills to access the next stage of their education.

We recognise that for many of our Pupil Premium pupils, there are additional barriers to learning. We aim to understand these often-multiple barriers and work with pupils and families to strive for the highest possible outcomes.

The provision of high-quality wave one teaching is an essential element of raising attainment for all learners and we provide professional development for all staff to ensure that our approaches are based upon current educational research. Alongside this we use diagnostic assessment tools and interventions to identify and address gaps in learning for all pupils.

At Ashford CE we are proud of the specific work we do with pupils and families to ensure the best outcomes. The Senior Leadership Team and Governing Body are committed to focussing the spending of the Pupil Premium grant on providing a range of academic, social, emotional and enrichment opportunities for our disadvantaged learners so that we adopt a holistic approach to the development of the whole child.

Challenges

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

Challenge number	Detail of challenge
1	Academic challenges linked to barriers to learning

	<p>Many of our disadvantaged learners face a number of barriers to making expected progress. These include:</p> <ul style="list-style-type: none"> • 37% also have an additional SEND need, with 7% having an EHCP plan • 13% are classified as EAL which impacts upon understanding at school and support from home • 29% have been admitted as unplanned admissions and have had disruption to previous schooling. In addition to this a number of disadvantaged pupils attended for a short period of time • On entry assessments from Reception indicate that 50% of our disadvantaged pupils are below the expected level in reading and maths when they join our school. • Many of our disadvantaged pupils have limited or disrupted prior experience prior to joining our school.
2	<p>Closing the gap in attainment</p> <p>Assessments, both internal and statutory show that the attainment of our disadvantaged pupils is lower than non-disadvantaged pupils across the curriculum.</p> <p>Internal assessments show that our disadvantaged pupils have under developed language skills and limited vocabulary when joining us. These gaps continue as the pupils progress through school.</p>
3	<p>Attendance</p> <p>Year to date attendance for Pupil Premium pupils is 7% below non-Pupil Premium pupils. This is a similar pattern to previous years. The percentage of PP pupils who are either severely or persistently absent is a continued area of development as it is significantly higher than for non-PP pupils.</p>
4	<p>Social, emotional and behavioural needs</p> <p>There has been a significant increase in the number of disadvantaged pupils presenting with a range of social, emotional and behavioural needs which are a barrier to learning. Of the pupils on the SEND register, 23% are identified with SEMH as their primary need, 31% of these pupils are also PP</p>
5	<p>Parental engagement</p> <p>There are a number of barriers which prevent parents of our disadvantaged learners engaging with the pupil's education, these include: EAL, parents own needs and prior experience of schooling and deprivation linked to the rising cost of living.</p>

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
Improve attainment in reading, writing and maths by the end of Key Stage 2 for Pupil Premium pupils.	<ul style="list-style-type: none"> • All pupils have access to high quality wave one teaching. • Pupil Premium pupils demonstrate a high level of engagement in learning resulting a narrowing attainment gap between PP and non-PP pupils.

For those pupils who are unplanned admissions, learning needs are quickly identified and provision put in place to support increased progress	<ul style="list-style-type: none"> • High quality interventions are in place to support pupils with gaps in learning to catch up quickly
The attendance gap between PP and non-PP pupils is narrowed to be less than 5%	<ul style="list-style-type: none"> • Year on year attendance figures show an increased percentage of pupils achieving our attendance target of 96%. • Persistent absence for disadvantaged pupils is below 15%. • Early intervention for disadvantaged pupils at risk of poor attendance
To improve well being for all of our pupils with a particular focus on strategies to enhance self-regulation	<ul style="list-style-type: none"> • Through the use of the zones of regulation, pupil's emotional literacy improves. • Evidence of improved self-regulation is noted through ELSA programme and by class teachers. • Pupils are able to use prompts independently to manage restorative conversations. • Increased participation with a range of activities and opportunities to socialise with pupils of other year groups reported at lunchtime. • Nurturing principles work with the school vision and values to underpin school ethos and pupil's social and emotional development. • Skills learnt in Forest School and Alternative Provision enhance access to classroom learning and relationships with peers.
Parents feel equipped to support their child's readiness for, and engagement with, learning.	<ul style="list-style-type: none"> • Parents attend individual meetings to discuss progress with learning • Parents attend learning workshop sessions • Effective working relationships established with parents • Parents are signposted / referred to services such as food bank and support partners. • Effective partnerships established with feeder settings and secondary schools.

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: £ 18,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teachers to access weekly INSET training and support staff access regular training	DFE standards for teacher's professional development. 'Good teaching is the most important lever that schools have to improve outcomes for disadvantaged pupils' EEF Guide to Pupil Premium	1,2
All teachers to access training focussing on the use of high-quality feedback to address misconceptions and inform future planning.		1,2
Additional maths consultancy support to develop adaptive teaching in maths and provision for mastery.	Evidence from the EEF teaching and learning toolkit "mastery learning increases learning by 5 months"	1,2
Early Careers Teachers access additional training and mentoring support. Teachers completing NPQ Qualifications are given additional release time to attend training.	DFE Early Career Framework DFE NPQ	1,2
Writing consultant to lead training with a focus on high quality feedback and foundational learning.		1,2
Additional clinic support from Local Authority Specialist Teaching to develop high quality wave one teaching to meet significant learning needs.		1,2
Additional release time for teachers to focus on planning for and observing the provision of high-quality wave one teaching.	DFE Early Career Framework	1,2

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

Budgeted cost: £59,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision teaching programme. TLA led support of 1:1 and small group work. Includes Little Wandle Letters and Sounds catch up, EAL support, Pre-teaching, Number stacks, Literacy Gold and Comprehension Stars.	EEF evidence indicates that 1:1 tuition can be effective, delivering approximately 5 additional months progress.	1,2
Beanstalk Reading Scheme and volunteer reader	Data from Coram Beanstalk indicates that: 86% of children make progress against age related expectations	1,2
Teaching Assistant deployment to support high quality adapted wave one teaching for all learners.	EEF evidence states that: Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.	1,2
Speech and Language teaching assistant to provide 1:1 support for children and training for staff.		1,2

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

Budgeted cost: £41,592

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on developing playground provision to enable greater	Recent work by the UCL Institute of Education found that children themselves view outdoor play as one of the most important parts of their school day,	1,2,3,4

participation in a range of activities	especially when they feel listened to in shaping play spaces.	
Attendance team established with regular meetings and interventions with parents focused on improving attendance in line with DFE guidance: 'Working together to improve attendance.'	DFE Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results.	2,3
ELSA working with children 1:1 and in small focussed groups. Barnardos support for groups of pupils in need of social and emotional support.	This intervention is supervised by the EPs and evaluations from Local authorities found that "teachers were able to identify to a measurable and significant improvement in the student's emotional literacy within the school after the student had received ELSA support."	2,4
Lego club for pupils in need of additional social and emotional support at lunchtime	Internal evaluation shows that through the medium of Lego club children are able to demonstrate increased social skills and greater emotional regulation.	2,4
Extra-curricular activities – contribution to cost of clubs and trips, holiday club funded for PP children	Internal evaluations show that enrichment activities enable children to engage more positively in wider curricular learning. Wider strategy to support health and well being	1,2,3,4,5
Provision of school uniform and additional resources needed to access activities	Ensuring equal access for all.	5

Total budgeted cost: £ 119,531 (*additional funds from delegated budget*)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The outcomes for Pupil Premium children for 2024 – 2025 give some information as to the impact of our strategy. Pupil Premium achievement is monitored at least termly by SLT and governors, we recognise that for some of our Pupil Premium children we are addressing key barriers such as attendance and social and emotional challenges first as part of a wider approach to close academic gaps.

	Pupils eligible for PP	Non-PP Pupils	All pupils
EYFS (8 PP children)			
% achieving a GLD	50%	60%	61%
Phonics - Year 1 (11 PP children)	36%	88%	75%
Phonics - Year 2 (9 PP children)	44%	86%	80%
KS1 (9 PP children)			
% pupils meeting expectations in maths	33%	70%	65%
% pupils meeting expectations in reading	33%	70%	64%
% pupils meeting expectations in writing	33%	68%	62%
KS2 (15 children)			

% pupils meeting expectations in maths	13%	71%	57%
% pupils meeting expectations in reading	34%	73%	63%
% pupils meeting expectations in writing	20%	86%	55%

Attendance data 2024-2025 (as at July 2025)

Pupil Premium

<u>No of pupils:</u> 62	<u>Overall attendance %:</u> 91.2%	<u>Overall absence %</u> 8.8%	
<u>Persistently absent:</u> Number of PA Pupils - 16	<u>% of PA pupils:</u> 25.8%	<u>Severely absent:</u> Number of SA Pupils - 0	<u>% of SA pupils:</u> 0%

Non-Pupil Premium

<u>No of pupils:</u> 314	<u>Overall attendance %</u> 94.3%	<u>Overall absence %</u> 5.7%	
<u>Persistently absent:</u> Number of PA Pupils- 39	<u>% of PA Pupils:</u> 12.4%	<u>Severely absent:</u> Number of SA Pupils - 3	<u>% of SA pupils:</u> 1%

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
Times Tables Rockstars	Timetables Rockstars
Little Wandle Letters and Sounds revised	The Wandle learning trust
Restorative practice	Surrey STIPs team
Forest School	The Full Set
Football Coaching	Promise Coaching

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.