

# Pupil premium strategy statement – Ashford CE Primary School 2024-2025

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	390
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2022-2025
Date this statement was published	November 2024
Date on which it will be reviewed	Summer 2025
Statement authorised by	FGB
Pupil premium lead	Anna Witt, Inclusion Lead SENDCO Lesley Bailey, Headteacher
Governor / Trustee lead	Louise Bowman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91760
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£91760

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

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 children.

The Senior Leadership Team and Governing Body are committed to focussing the spending of the Pupil Premium grant on 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	<p><b>Academic challenge</b></p> <p>Our disadvantaged learners who are statutory school age, many face a range of academic challenges:</p> <ul style="list-style-type: none"><li>• 40% also have an additional SEND need, with 8% having an EHC plan in place.</li><li>• 9% are classified as EAL, impacting upon understanding at school and support from home</li><li>• 19% have been admitted as unplanned admissions and have had disruption to previous schooling.</li><li>• On entry assessments from Reception indicate that 60% of our disadvantaged children are below the expected level in literacy when they join our school. Many of our children have had disrupted or limited early years experience prior to starting school.</li></ul>

	<ul style="list-style-type: none"> <li>Assessments, both internal and statutory, show that the attainment of our disadvantaged learners is lower than non-disadvantaged learners. This is the case in reading, writing and maths.</li> <li>Internal assessments and observations indicate that our disadvantaged children have underdeveloped language skills and limited vocabulary when joining us, these gaps continue as the children progress through the school. In addition to this a number of our disadvantaged children have other speech and language needs.</li> </ul>
2	<p><b>Access to high quality wave one teaching</b></p> <p>In line with the School Development plan and key priorities for the school, ensuring that high quality teaching which includes explicit teaching of vocabulary, high quality modelling and scaffolding and is based on current educational research is in place to support all learners to make the best progress.</p>
3	<p><b>Inconsistent attendance at school</b></p> <p>Year to date attendance for Pupil Premium children is 5% lower than Non-Pupil Premium children. This is a similar pattern to previous years. The percentage of Pupil Premium children who are either persistently or severely absent is an area of development as it is significantly higher than those who are Non-Pupil Premium.</p>
4	<p><b>Social, emotional and behavioural needs</b></p> <p>There has been a significant increase in the number of children presenting with social, emotional and behavioural needs which are a barrier to learning. 35% of the children on the SEND register are identified with SEMH as their primary need. Many of our children are finding it difficult to regulate their own emotions which presents a barrier to accessing learning.</p>
5	<p><b>Parental engagement and family difficulties linked to increased cost of living</b></p> <p>Increased cost of living has an impact for our Pupil Premium families and we have observed an increase in families struggling to meet basic needs.</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
Improved attainment for reading, writing and maths for Pupil Premium children by the end of KS2	<p>Pupil Premium children demonstrate a higher level of engagement in learning which is evidenced by observable positive learning behaviours.</p> <p>The attainment gap between Pupil Premium and Non-Pupil Premium children is reducing year on year.</p>
High quality wave one teaching is planned and adapted to meet the needs of all learners and	Observations completed both internally and validated by external sources evidence high

is inclusive of scaffolding, modelling, explicit instruction and effective questioning.	levels of pupil engagement and evidence of progress within lessons.
The attendance gap between Pupil Premium and Non-Pupil Premium children is no more than 10%	Year on year attendance figures show an increased percentage of children achieving our target of 96%. Persistent absence is reduced to below 15%. Early internal intervention is in place for families who are at risk of poor attendance.
To improve well being for all children in our school, with a particular focus on strategies to enhance self-regulation.	Children are able to use strategies from the zones of regulation to recognise their own emotions and manage them appropriately. Children are able to use prompts independently to manage restorative conversations.
To ensure that all children have the opportunity to access a range of enrichment activities.	Children are able to use experiences from enrichment activities to enhance their learning. Children have the opportunity to develop new skills such as through sporting and music activities.

## 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: £ 17,915

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teachers to access weekly INSET training and support staff access fortnightly training	DFE standards for teacher's professional development.	1,2
All teachers to access training using the teaching Walk Thrus to increase the use of research-based strategies in wave one teaching.	'Good teaching is the most important lever that schools have to improve outcomes for disadvantaged pupils' EEF Guide to Pupil Premium	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
External Early Years advisor provides support in meeting the diverse on entry needs of our children through provision.		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: £ 68,944

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, 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 readers	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	EEF evidence states that: Research which focuses on teaching assistants who provide one to one or small group targeted interventions	1,2

wave one teaching for all learners.	shows a stronger positive benefit of between four and six additional months on average.	
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: £ 19,983

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on the principles and application of restorative practice and nurturing principles.	Schools that explicitly put a greater on proactively building and maintaining relationships will find that there will be fewer occasions where relationships break down and therefore there is a need for them to be repaired. Mark Finnis – author of restorative practice.	1,2,3,4
Formation of an attendance team to develop and implement new procedures for 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
3 trained ELSAs working with children 1:1 and in small focussed groups. Barnardos support for groups of children 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 children 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
School Led on site - Alternative Provision to support pupils with who are struggling to access mainstream provision including Sporting Opportunities and Forest School	A therapeutic approach to support pupils struggling to engage in the classroom. Taking a therapeutic approach to learning is designed to reduce school exclusions and provide disaffected and anxious pupils with a more positive attitude and build confidence and self-esteem.	3,4

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.	5
Provision of school uniform	Ensuring equal access for all.	5

**Total budgeted cost: £ 106,842** *(additional funding from delegated budget)*

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The outcomes for Pupil Premium children for 2023 – 2024 give some information as to the impact of our strategy. Pupil Premium achievement is monitored 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.

	<b>Pupils eligible for PP</b>	<b>All pupils</b>
EYFS (11 PP children)		
% achieving a GLD	36%	61%
Phonics - Year 1 (3 PP children)		
	0%	61%
Phonics - Year 2 (11 PP children)		
	36%	81%
KS1 (11 PP children)		
% pupils meeting expectations in maths	45%	67%
% pupils meeting expectations in reading	36%	63%
% pupils meeting expectations in writing	27%	67%
KS2 (13 children)		
% pupils meeting expectations in maths	46%	72%
% pupils meeting expectations in reading	39%	67%
% pupils meeting expectations in writing	38%	68%



## 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.*

<b>Programme</b>	<b>Provider</b>
Timestables Rockstars	Timetables Rockstars
Little Wandle Letters and Sounds revised	The Wandle learning trust
Restorative practice	Surrey STIPs team