Pupil premium strategy statement 2024-25

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data 2024-25
School name	Ashurst Wood Primary
Number of pupils in school	114
Proportion (%) of pupil premium eligible pupils	9.6 %
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 to 27
Date this statement was published	10.11.25
Date on which it will be reviewed	1.10.26
Statement authorised by	Lisa Hobby
Pupil premium lead	Hayley Davis
Governor / Trustee lead	Claire Shuttleworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,909.00
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6,629
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	£31,538

Part A: Pupil premium strategy plan

Statement of intent

Our aims:

The targeted and strategic use of pupil premium will support us in enabling every pupil to reach their full potential by:
- Ensuring quality first teaching in the classroom
- Having targeted interventions designed to accelerate progress and reduce the gaps in learning as well as supporting those with a specific need
- Offering rich and varied experiences, both within and beyond the curriculum, to engage and motivate pupils.

During the period of this strategy, we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: oral language, vocabulary and expectations.

Our expectation at Ashurst Wood School is that all pupils, irrespective of background or challenges they face, become strong readers. This will enable them to read to learn, broaden horizons and be interested and interesting citizens.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Our objectives:
- To close the gaps in learning for PP pupils particularly the more able across the curriculum
- To improve the independence and develop social skills and mental well-being
- To provide opportunities to foster aspiration and develop potential and participate in all aspect of school life.
- To improve social emotional, mental health and wellbeing in order for children to be ready to learn
- To ensure that no child is excluded from enrichment activities due to financial constraints.
- To 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	Our assessments indicate that the children who start with us at the beginning of reception are more likely to achieve a good level of development at the end of reception. 75% of our PP children who started in Reception achieved GLD (6 out of 8) as opposed to 40% of all our PP children (6 out of 15). When these children join during KS2 there may be key concepts and understanding that they have missed.
2	Internal and external assessments show some disadvantaged pupils attain less well in Y1 phonics check, impacting on their development as readers. Again, this is more significant for those children who did not start with us in Reception. 26% of all PP children 50% of PP children who started in Reception.
3	Our assessments, discussions and observations have identified social and emotional /self-confidence issues for some disadvantaged pupils. Within our school, 53% of our pupil premium children are identified as needing additional support with social emotional needs. We have two ELSA trained teaching assistants. A learning mentor and we host an art therapist student.
4	Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance. At present (Autumn 1 2024) 60% of our Pupil premium children have attendance below 95% and 26% are in danger of 'persistent absenteeism'
5	Observations, assessments, and discussions with children indicate that our disadvantaged children have less support at home with homework. They read less frequently with adults. This not only impacts skills such as spelling and times-tables, but due to a lack of regular reading at home, the acquisition of rich vocabulary and understanding is weak.

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
Key Stage 1 Improved phonic knowledge in all readers	KS1 phonics assessment scores reflect our ambition to reduce the attainment gap.
Key Stage 2 Improved reading age for disadvantaged pupils	Standardised reading test scores reflect our ambition for every child to be a strong reader
Improved attainment in maths	Maths test scores reflect improvement in maths attainment and children achieving their potential.
Improved attendance for disadvantaged pupils	Attendance data to improve based on year-on-year data 2023-24 all pupils 94.8% FSM 92.1%
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations • All children able to identify and self-regulate emotions (Zones of regulation) • Active participation in enrichment activities, particularly among disadvantaged pupils - All PP children have attended school trips and where children have identified a club which they wish attend or an instrument they want to take up they have done so.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 6876.03

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure quality first teaching to develop the child as a reader through training and ensuring staff deliver quality phonics. • Success for all FFT phonics training delivered by FFT lead. Top up online training when needed throughout the year. • Link with English hub. 5 monitoring visits to ensure high quality delivery of the programme. • Reorganisation of early reading books. • Purchase of additional reading books (Partially funded by PP)	EEF toolkit – phonics https://educationendowmentfoundation.org.uk/evidence summaries/teaching-learning-toolkit/phonics	1, 2,5
To ensure quality first teaching to develop the child as a reader through training and ensuring staff deliver quality reading lessons. • Use of Ed shed materials whole class reading materials • Reading comprehension intervention groups • Training on reading framework • Reading Quest and Lightning Squad intervention. • Library sessions • Class readers (modelling reading)	EEF toolkit – reading comprehension strategies Reading comprehension strategies	EEF (educationendowmentfoundation.org.uk)	1, 2,5
To access expert skills to ensure quality first teaching in maths across the school. Use strategies and approaches for maths mastery	Maths Hub – maths mastery EEF toolkit – mastery learning	1, 2,5

- We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). - Visiting showcase lessons organised by Maths Hub - Mastering number - KS2 staff trained and KS1 refresher training - Training of Maths lead through Maths hub to support leadership. - New maths lesson structure to support reasoning and problem solving.	Mastery learning | EEF (educationendowmentfoundation.org.uk) The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	

To ensure rigorous use of assessment system to impact on identified children (Insight). - White Rose end of unit and term assessment - KPOW foundation subjects - Reading comprehension paper – KS2 - FFT assessments - Whole school. Children in an intervention increased frequency. - Writing moderation	EEF toolkit Assessment and feedback | EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5

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

Budgeted cost: £ 24,648.34

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide CPD for teaching assistants in key areas through in-school training. • Phonics training	EEF toolkit – Teaching assistant interventions	1, 2, 3,

• SEND training delivered by SENCO • Inset day training to include TAs • Maths Mastery Training • Training for TAs on quality first teaching through the Maximising the impact of TAs subscription (This may need possible release time to complete tasks.)	Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk) EDTA project DISS project MITA Research	
Provide learning mentor support and targeted art therapy for pupils who are struggling to access the daily curriculum. • Art therapist • Nurture group run by LM and ELSA	EEF toolkit – social and emotional learning Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	3
To establish small group interventions and tutoring to enable catch-up and other gap closing approaches. • Lightning squad and reading quest • Third space maths groups • 1st class at number • Homework club	EEF toolkit – Teaching assistant interventions Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)	1,2,5
Contribution towards an Individual needs assistant for those children who have SEND and are PP	This is to support children with SEND and are also in receipt of FSM	1,2,5
Pastoral support for children who become dysregulated in class and need 1-1 support to calm and access learning Development of a nurture space (Eagle classroom)	We have some children that are not able to access learning as they become dysregulated. This support not only enables the children to access learning but decreases the impact that their behaviour has on the rest of the class.	3
Access to software Doodle maths and doodle literacy. This will be used for daily homework and in school, targeting those children who do not have support at home. (Homework club)	We have found that a significant number of our PP children do not have support with homework but do have access to electronic devises. We have therefore found that by targeting homework through this platform these children are more lightly to be learning at home.	5

Additional reading in school for children who are not heard to read at home.		

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

Budgeted cost: £ 4,435.63

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of wrap around care	We have some single parents who are in receipt of Universal credit and FSM who want to work but cannot finance childcare and we therefor provide two free sessions a week per child. Breakfast club also provides a calming transition from home to school for some identified children.	5
To cover cost of residential for children to attend.	Providing children with the opportunity to join their peers on the residential trip. If we did not support our families with this, they would be excluded from the activities and the enrichment it provides.	3, 4
Support families with funding to participate in extra-curricular activities • Swimming lessons • After-School Clubs • Enrichment week • School trips • Rock Steady	Supporting children with enrichment opportunities. If we did not support our families with this, they would be excluded from the activities and the enrichment it provides.	3,4

Budget for acute issues that may arise such as winter clothing or school uniform. Improving attendance and readiness to learn for the most disadvantaged pupils. Support with cost of outer wear / Forest School clothing.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. EEF toolkit – parental engagement [Parental engagement	EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk)	3,4
• Cool Milk subscription • Breakfast for children who come to school hungry	This provides identified children with access to a daily drink of milk and breakfast if it has been missed.	3

Total budgeted cost: £ 35,960

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year. (End of previous three-year plan)

Intended outcome (Three-year plan)	Success criteria	Progress /outcomes							
Key Stage 1 Improved phonic knowledge in all readers	KS1 phonics assessment scores reflect our ambition to reduce the attainment gap.	Overall the phonics attainment was 81% which is above National average (80%) the breakdown of groups is:							

Phonics 2025

	Year 1		Year 2	
	Cohort	**School**	**Cohort**	**School**
All	16	81%	4	75%
PP	1	100%	2	50%
SEND	2	0%	1	0%

Intended outcome	Success criteria							
Key Stage 2 Improved reading age for disadvantaged pupils	Standardised reading test scores reflect our ambition for every child to be a strong reader							

2025-26	Y1	Y2	Y3 1 child with EHCP 1 child joined in July 1 child EAL	Y4	Y5 1 child with EHCP	Y6 1 child with EHCP	notes
Number of children in year	0	1	3	1	2	4	Gained 2 children
Number of children at EXP	0	1 100%	0	1 100%	1 50%	2 50%	Three children are in the 90band so should meet
ber at GD	0	0	0	0	0	1	

Improved attainment in maths	Maths test scores reflect improvement in maths attainment and							

2025-26	Y1	Y2	Y3 1 child with EHCP (Did not sit paper)	Y4	Y5 1 child with EHCP	Y6 1 child with EHCP	Notes

children achieving their potential.				1 child joined in July didn't sit paper 1 child EAL		1 child didn't sit paper	1 child didn't sit paper	
Number of children in year	0	1	3	1	2	4	
Number of children at EXP	0	1 100%	1	1 100%	1	1	
Number at GD	0	0	1	0	0	1	

Improved attendance for disadvantaged pupils	Attendance data to improve based on year-on-year data 2023-24 all pupils 94.8% FSM 92.1%	Attendance is lower with big dips around the major holiday times- Christmas / Easter and July
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations • All children able to identify and self-regulate	Ofsted report September 2025 **What is it like to attend this school?** Pupils are well looked after by caring staff in this nurturing school. They enjoy their learning and coming to school each day. Pupils take pride in looking after their school environment. They are eager to be awarded 'the golden broom' by having the tidiest classroom at the end of each week. Older pupils take their responsibility of acting as buddies to children in the early years seriously. Younger children appreciate having this support at playtimes.

	emotions (Zones of regulation) Active participation in enrichment activities, particularly among disadvantaged pupils - All PP children have attended school trips and where children have identified a club which they wish attend or an instrument they want to take up they have done so.	The majority of pupils, including pupils with special educational needs and/or disabilities (SEND) achieve well. The needs of pupils with SEND are swiftly identified. This begins in the early years. Pupils with SEND are fully included in learning, following the same ambitious curriculum as their peers. In school Responsibilities: House Captain (Year 6 Only)-2 Student Council- 1 Sports Crew (Year 5 Only)- 2 Eco-Committee-0 Current clubs attended by Pupil Premium children: Netball Club = 0 Just Dance Club = 1 Football Club = 2 Karate = 1 Breakfast Club = 5 After-School Club = 4 Rock Steady-6

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
White Rose Maths / Fluency Bee	White Rose
Kapow Primary	Kapow Primary
Primary languages	Primary languages
Spelling shed & education shed	Education shed
Twinkle	Twinkle
Doodle maths	Doodle
TT rock start	TT rock starts
FFT success for all phonics	FFT

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. Wellbeing Charter is an objective on SDP.
- Offering a wide range of high-quality enrichment 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. For example KS2 production using a local private school theatre, balance Bikes for Reception children, cycle proficiency for Y6, enrichment week.
- Time out for newly appointed English and maths leads to ensure rigorous monitoring and accurate assessments.
- Opportunities for TA's to observe good practice in other schools.
- Purchase additional resources for the DFE validated Synthetic Phonics Programme.

- Provide additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.
- Purchase of resources that enable all children to access learning such as standing desks, fitness ball chairs etc.
- Promotion of wellbeing, social skills and physical activity through the OPAL approach to play. This includes release time for Play leader. Staff training and resources.
- Embedding principles of good practice set out in the [DfE's guidance on working together to improve school attendance](#). This will involve training and release time for staff to develop and implement new procedures.
- Parent workshops to support parents understanding of what children learn in school and how to help at home.