

# Pupil premium strategy statement – Ashley CofE Primary School 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	575
Proportion (%) of pupil premium eligible pupils	8.5%
1	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Jennie Ratcliff
Pupil premium lead	Nicola Clifford
Governor / Trustee lead	William Webb

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,175.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£68,175.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Ashley CofE Primary school our intention is that all pupils, regardless of background or circumstance, achieve their full potential; academically, socially and emotionally. Our ultimate objective is that our children become active, socially responsible citizens of the future who embody the Ashley values of care, courage and curiosity. Pupil premium funding is used to remove barriers to learning and to ensure disadvantaged pupils, including those who are already high attainers, make strong progress from their starting points. We consider different challenges facing vulnerable pupils, for example those with a social worker or young carers. We are committed to ensuring that all disadvantaged pupils fully participate in school life and are recognised as valued, active members of our community. We support them to develop and achieve high aspirations and provide opportunities to enable every child to succeed.

Our Pupil Premium strategy is informed by evidence from the Education Endowment Foundation (EEF) and aligns with the EEF's *Guide to the Pupil Premium*. Spending decisions are based on research into approaches that have the strongest evidence of impact on outcomes for disadvantaged pupils. Our approach is responsive to common challenges and individual needs, with the use of regular and robust assessments; not assumptions about the impact of disadvantage.

We adopt a tiered approach to Pupil Premium spending:

Consistent with EEF guidance, and evidenced in our school development plan, we prioritise high-quality teaching as having the greatest impact on disadvantaged pupils' progress. Funding is used to strengthen adaptive teaching, develop staff expertise and ensure classroom practice meets the needs of all learners, particularly those eligible for Pupil Premium.

Research highlights the effectiveness of structured, targeted interventions when they are carefully selected and closely monitored. We use Pupil Premium funding to provide time-limited, evidence-based interventions in reading, writing, speech & language and mathematics; delivered by trained staff and reviewed regularly to ensure impact. We have a targeted focus on communication & language and writing in the EYFS.

We recognise that academic progress can be affected by wider barriers such as attendance, wellbeing and access to enrichment. Pupil Premium funding is therefore used to provide pastoral support, improve attendance and ensure disadvantaged pupils can participate fully in the wider life of the school. Our school development plan has a focus on a whole-school culture of wellbeing and spiritual growth; where all members of our community take positive action towards their personal development and sustainability.

The impact of Pupil Premium spending is reviewed regularly through:

- Pupil progress data
- Attendance and behaviour information
- Evaluation of intervention outcomes

- Pupil and parent voice

Spending is adjusted where strategies are not having the intended impact, ensuring that funding represents best value for money and leads to measurable improvements in outcomes for disadvantaged pupils.

**The intended impact of this strategy is that we:**

- Ensure that all children receive high-quality teaching that enables them to make good or better progress from their starting points
- Ensure disadvantaged pupils feel supported and challenged
- Reduce the attainment gaps between disadvantaged and non-disadvantaged children
- Address barriers to learning created by poverty, family circumstance or background
- Ensure ALL pupils can read fluently and with good understanding, to enable them to access the breadth of the curriculum.
- Provide all children with the knowledge and skills to become confident individuals, independent learners and responsible citizens – both locally and globally
- Develop children’s confidence in their ability to communicate effectively
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Enable children to access a wide range of opportunities to develop their knowledge and understanding of the world and increase their cultural capital
- Enable children to attend school regularly and participate in all areas of school life

**To achieve our objectives and overcome identified barriers to learning we:**

- Provide teachers with high quality CPD to ensure that pupils access high quality teaching
- Adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and continue to raise aspirations
- Provide targeted intervention and support to quickly address identified gaps in learning
- Provide opportunities for all pupils to participate in enrichment activities
- Provide high-quality, nurturing support from appropriately trained adults for pupils who have social, emotional and mental health needs
- Support families who are experiencing challenging circumstances
- Engage with external professionals for additional support where appropriate
- Support families to improve their child’s attendance at school
- Ensure that all pupils have access to trips, residential & first-hand learning experiences

This is not an exhaustive list; strategies will change and develop based on the needs of individuals.

Impact is monitored through regular assessment, progress meetings, attendance data and pupil voice. The strategy is reviewed annually to ensure funding continues to be used effectively and responsively.

**Challenges**

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

Challenge number	Detail of challenge
1	Assessments, observations, discussions and questionnaires with pupils, parents & carers and staff have indicated underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These gaps are evident from Early Years through to KS2.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. On entry to Reception, many disadvantaged children arrive below age-related expectations and experience greater barriers to reading than their non-disadvantaged peers.
3	Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. A significant proportion of our children eligible for the PP also use English as an additional language – this can magnify the gaps in attainment. Limited English exposure combined with fewer literacy-rich experiences can delay phonics acquisition, reading fluency, comprehension and writing unless targeted support is in place.
4	Our observations, assessments and discussions with pupils and families have identified that there are higher than average numbers of disadvantaged pupils displaying challenges with SEMH than their non-disadvantaged peers. This includes low emotional development for disadvantaged pupils at entry to Reception, which inhibits growth mindset behaviours and impacts on SEMH.
5	Poor attendance/punctuality causes concern and causes pupils to miss vital early work. Attendance data from the last 3 years shows that attendance of disadvantaged children has been significantly lower than non-disadvantaged pupils. A disproportionate amount of our disadvantaged children are persistent absentees which directly impacts on their outcomes.
6	For some children in receipt of the pupil premium who are not making expected progress, engagement and support from families to support learning at home is lower – particularly with writing and basic-skills practice. Some children only have access to books provided by school and have limited exposure to regular reading for meaning and pleasure at home.
7	Lack of enrichment opportunities and cultural capital for some of these children also adds to the challenge – impacting on a lack of self-esteem, confidence and opportunities to build and maintain friendships.

## 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
High quality teaching meets the needs of all pupils, enabling disadvantaged pupils to make at least national average progress from their starting points in reading, writing and mathematics and those with SEND and using EAL to	Expected or accelerated progress to be made by all of our disadvantaged pupils. Teacher assessment & external assessment shows that the gap between disadvantaged and non-disadvantaged pupils has narrowed.

make progress from their starting points.	Edukey data demonstrated improved outcomes for pupils on review.
Improved attendance and punctuality of those who are disadvantaged.	Attendance of identified disadvantaged pupils increases and the gap between disadvantaged and non-disadvantaged attendance narrows. Persistent absenteeism is reduced by 5%.
Teachers have a secure understanding of how to deploy adaptive teaching strategies in class.	Adaptive teaching strategies are used effectively in class to narrow the gaps in basic skills and prior learning through making all learning accessible to all.
Children to have a good understanding of their SEMH needs and how to positively manage their feelings.	Social skills, independence, perseverance and teamwork are developed – measured by the Boxall profile. Behaviour for learning will improve – children will be able to use the class support resources to remain on task for longer, completing more work and increasing progress and attainment. Attendance data will improve. Behaviour incidents will reduce.
Pupils access a wide range of interventions to meet their needs.	As their needs and gaps in their knowledge, understanding and skills are addressed, disadvantaged children will make at least expected progress in reading, writing and mathematics and the gap between them and their non-disadvantaged peers will narrow.
Pupils access a wider range of opportunities in school, across schools and within the wider community to increase cultural capital.	Increased attendance of disadvantaged pupils in clubs. Children's understanding of the world, expressive arts and language skills will improve and the gap will reduce between disadvantaged and non-disadvantaged children.

## 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: £23, 175

#### Linked to our school improvement plan:

#### Quality of Education:

**KP1:** Further embed high-quality teaching to improve outcomes, enabling all pupils to flourish, with particular focus on the disadvantaged groups/under-served.

**KP2:** Further improve pupil outcomes, in particular writing across the curriculum and phonics.

**KP4:** Ensure all EYFS pupils are equipped with the foundational skills necessary for a smooth and successful transition into Key Stage 1, with a targeted focus on communication & language and writing.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specific training for staff from subject leaders on maths mastery approach, and Ashley approach to writing, grammar and spelling. Subject leaders given time to review their curriculum area. Subject leader 'deep dives' with subject leaders from other schools and Trust staff. Identifying good practice of high-quality teaching and sharing with all staff. Continuing to work with Maths Hub on embedding mastery approach.</p> <p>Purchase and implementation of</p>	<p>'Teacher CPD enables growth of your school or academy trust; it underpins achievement of your vision and ensures that all school staff and teachers are working towards a common purpose.'</p> <p>'CPD increases teacher motivation, confidence and commitment to teaching; learning new skills and applying them in the classroom can lead to a more effective teaching environment.' National College – Michelle Howard</p> <p><a href="#">EEF Teaching &amp; Learning Toolkit</a> The toolkit outlines a range of professional development and interventions that can have impact. High-quality, sustained, and evidence-informed professional development for teachers can add around eight months of pupil progress at</p>	<p>1, 2, 3, 6</p>

whole school grammar programme.	moderate cost when it focuses on practical strategies and ongoing support.	
<p>Developing adaptive and inclusive practice in each subject area.</p> <p>Training from specialist teaching staff including STIPs team, LSPA, Freemantles, NASEN – upskilling inclusion team and class teachers.</p>	<p>EEF: An inclusive school environment for pupils with SEND is also beneficial for all pupils. One recent meta-analysis explored the impact of inclusion on pupils <i>without</i> SEND and concluded that such an inclusion policy resulted in a positive impact on their academic outcomes.</p> <p><a href="#">EEF Report SEND in mainstream schools</a> Five evidence-based recommendations to support pupils with SEND: positive environment, ongoing holistic understanding of need, access to high quality teaching, small group/1:1 interventions to complement high quality teaching; effective use of teaching assistants</p>	1, 2, 3, 4, 5
Supply cover for core leaders to run parent workshops.	EEF - 'The average impact of the parental engagement approach is about an additional four months progress over the course of a year. There are also higher impacts for pupils with low prior attainment'. 'By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation as well as specific skills such as reading.'	1, 2, 3, 4, 5, 6,
Mentoring and coaching for ECT teachers and new LSAs to the school. Supply cover for release of these teachers.	<p>EEF: Mentoring and coaching can be an important source of support, particularly for early career teachers.</p> <p>EEF report highlights that mentoring and coaching can be powerful mechanisms for teacher development when they are sustained, structured, and focused on improving classroom practice, supported by clear goals, feedback, and opportunities for reflection and application.</p>	1, 2, 3, 4, 5
Data analysis: FFT aspire, NELI, Little	Time for subject leaders to review the data for their subject, identify trends and	1, 2, 3, 5,

Wandle, NFER, Literacy for all	implement strategies to close gaps. Assess impact of targeted interventions.	
--------------------------------	---	--

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

Budgeted cost: £25, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategic planning and monitoring of disadvantaged children by the AHT – pastoral & SENCO. In particular, pupils who are disadvantaged and have SEND.	The pupil premium lead is a member of the school's senior leadership team and will work with other senior leaders to ensure that pupil premium outcomes form part of the school development plan so that staff CPD, curriculum and resourcing are developed to meet the needs of PP children.	1, 2, 3, 4, 5, 6, 7
Small group/individual work with CT or TA specifically to close gaps further. Precision teaching, Colourful Semantics, Literacy for all, daily reading, phonics, same day intervention = pre/post teach overlearning. Aim Higher writing workshops.	EEF - '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. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.'	1, 2, 3, 5, 6
Booster classes before school, to support children with gaps in knowledge and understanding prior to secondary school/SATs.  Homework club.	'Timely interventions and quality feedback have a significant impact on addressing misconceptions quickly, enabling pupils to fully access the following day's learning.' EEF <a href="#">EEF report – extending school time</a> Extending school time by lengthening the school day, adding before/after-school programmes, or increasing school days—can lead to around three months of additional academic progress, but it is costly and most effective when extra time is well-planned, targeted to pupils' needs, and supported by staff, pupils, and parents.	1, 2, 3, 5, 6
Purchase of a programme to improve listening, narrative and	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of	1, 2, 3, 4, 5

<p>vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.</p> <p>ELCi project in EYFS – cover for training/support.</p>	<p>the two show positive impacts on attainment. (Oral language interventions – teaching and learning toolkit, EEF)</p>	
<p>Technology made available for PPG children to access specific programmes.</p> <p>Purchase of relevant online programmes e.g. Nessy, Flash Academy.</p>	<p><a href="#">EEF Guidance Report Using Digital Technology</a> states that technology can support high-quality teaching, especially for disadvantaged pupils, when used purposefully to enhance pedagogy, such as improving assessment accuracy, increasing practice opportunities, and providing targeted feedback, rather than relying on devices alone.</p>	<p>2, 3, 5, 6</p>

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

Budgeted cost: £20, 000

**Linked to our school improvement plan:**

### Behaviour and attitudes

**KP2A:** All staff have consistently high expectations for pupils' behaviour in line with the relationship and behaviour policy, which is based on our school values.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on restorative and relational practice, school vision and values, Zones of Regulation.</p> <p>Completion of Nurture UK training to become an accredited 'Nurturing School'.</p>	<p>EEF: Creating a positive and supportive environment for all pupils means reinforcing a shared language, activity, routines and strategies throughout the school. Effective teaching and learning requires positive relationships and interactions between teachers and pupils.</p> <p><a href="#">EEF Improving social and emotional learning</a> Social and emotional learning (SEL) interventions, which aim to improve pupils' decision-making, social</p>	<p>4, 5</p>

	interaction, and emotional self-management, typically deliver about three months of additional academic progress at very low cost, with the greatest benefits seen when approaches are embedded in everyday practice and combine universal and targeted support.	
Small group/1:1 ELSA/Drawing and talking sessions to support children's mental well-being, reducing anxiety and allowing children to access learning.	EEF: Pupils who are aware of their own behaviour, who can self-regulate and deploy coping skills, will be less likely to misbehave in school. Once such strategies have been developed and strengthened, they turn into essential life skills and help students to become motivated and determined to succeed. Behaviour-for-learning approaches can be supported by the evidence on social and emotional learning, self-regulation, and essential life skills.	4, 5

<p>Morning 'wake-up' breakfast club – soft start for children who are showing significant anxiety about coming into school.</p> <p>Free access to clubs, including breakfast club or more specific curriculum- linked clubs, gardening, sports, or music tuition.</p> <p>Young carers' 'Caring Club' giving.</p> <p>Mentoring of specific children.</p> <p>Introduction of 'The Nest' - nurture space to support children's social, emotional and behavioural needs. Introduction of quiet lunch club.</p>	<p>Government research shows most parents (87%) think breakfast clubs are a good chance for children to socialise, and two thirds (66%) recognise the value of clubs providing educational activities.</p> <p>Breakfast clubs have been shown to boost children's reading, writing, and maths by an average of 2 months.</p> <p><a href="#">The importance of music – DfE ArtsEd research</a>; music and academic performance</p> <p>Research explores the impact of engaging in creative activities like music, drama, or visual arts which typically delivers around three months of additional academic progress at very low cost, with moderate evidence suggesting benefits for literacy and numeracy when approaches are well-integrated into teaching. Physical activity interventions such as sports, dance, or structured exercise, typically lead to around two months of additional academic progress at very low cost, with benefits greatest when programmes link physical activity to learning and include structured teaching in literacy or numeracy.</p>	<p>4, 5, 6, 7</p>
<p>Engaging with parents to support and encourage their children to attend school. Two types: communication and targeted planning support. Continue to identify and meet with families where attendance/punctuality is an issue. Identify specific barriers to attendance. Address circumstances individually. Training on EBSNA approaches.</p>	<p>EEF: Poor attendance at school is linked to poor academic attainment across all stages. Attendance team analyse data to identify trends, meet with parents to address barriers and hold parents to account if necessary.</p>	<p>4, 5, 6 (1, 2, 3 directly impacted)</p>
<p>In-house home/school link worker providing</p>	<p>The HSLW is able to signpost families to a range of support, including child</p>	<p>4, 5</p>

support to families in challenging circumstances, as well as family engagement with school.	and parent well-being, domestic abuse, early help, parenting courses, managing behaviour at home, EBSNA, finance, housing; also provides home visits & workshops. <a href="#">EEF - parental engagement</a> Parental engagement interventions (strategies to involve parents in their child's learning) typically lead to around four months of additional academic progress at very low cost, with the greatest impact when schools provide practical support for home learning and maintain positive, two-way communication with families.	
CGP work books and TTRS accounts for home learning.	The EEF provides strong evidence in support of home learning linked to class learning. In order to do this effectively we provide work books and online learning apps for all children for home learning. Where needed, specific home learning packs are provided.	2, 3, 6
Support for families to ensure that all children eligible for PP maintain equal opportunities in school– contribution to school uniform/PE kit/equipment/dress up day/PTA events - support where required.	We highly value the welfare and inclusion of all our pupils and the curriculum value of every pupil being able to dress smartly for school and join in with all educational activities. We recognise the importance that our community events have on increasing the sense of belonging and the value that this has for families.	4, 5, 6, 7

**Total budgeted cost: £64, 340**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Attendance of disadvantaged pupils, whilst close to National averages remains on a relative decline, hence our decision to invest more money into strategies to support this area in 2025-6.

The gap in % of disadvantaged children achieving the expected standard in reading, writing and maths combined, compared with non-disadvantaged, widened last year.

Reading outcomes for our disadvantaged children were broadly in line with National performance, at 62% vs 63% national, with the gap narrowing year-on-year.

Writing outcomes for disadvantaged pupils were significantly lower in 2025, compared to National performance at 31% vs 59%. However, the gap between disadvantaged and non-disadvantaged has narrowed slightly year-on-year. Grammar, punctuation and spelling outcomes were below National (46% vs 60%), although the gap between school disadvantaged compared to national is narrowing.

The number of disadvantaged pupils achieving the expected standard for mathematics was significantly below National performance (21% vs 61%), with a widening gap.

Whilst there were specific needs within the cohort that have contributed to these gaps, we have focused on improving our offer for disadvantaged pupils with specific targeted small group /1:1 targeted interventions, access to homework club and additional resources, as well as focusing on our whole-school approach and CPD around teaching writing and mastery maths.

Significant progress has been made with the use of online systems for tracking interventions and impact of these interventions. There is increasing parental engagement with the online system, parent workshops and the graduated response.

The work on embedding maths mastery has led to pupils developing greater confidence with the use of stem-sentences and mathematical vocabulary.

Training on adaptive teaching, anxiety, PDA, speech and language has been well-received, increasing staff confidence and moving into the classroom as part of our inclusive culture.

Specific interventions that are showing impact introduced have included Lego Therapy, Makaton, TEACH approach, colourful semantics, Power of 2, Literacy for all.

Involvement in the Surrey PINS project is supporting with parent/carers engagement and improving two-way communication between home and school.

### 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
Nessy	Nessy Learning <a href="#">Literacy support for dyslexia that follows the Science of Reading   Nessy</a>
Flash Academy	Learning Labs Limited <a href="#">FlashAcademy®</a>