

Pupil premium strategy statement – Ashdene 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	432
Proportion (%) of pupil premium eligible pupils	2%
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)	2024-25 2025-26 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Collette Mather, Headteacher
Pupil premium lead	Alex Gill, Assistant Headteacher
Governor / Trustee lead	David Felton, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,840
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>	£11,840

Part A: Pupil premium strategy plan

Statement of intent

At Ashdene Primary School, our goal is to ensure all pupils, regardless of background or challenges, make significant progress and achieve high standards in every subject. Our pupil premium strategy is specifically designed to support disadvantaged pupils, while also promoting excellence for all.

We recognise the unique challenges faced by vulnerable pupils, and the initiatives outlined here aim to address their needs, regardless of their disadvantaged status.

Key to our approach is high-quality teaching, particularly in areas where disadvantaged pupils require the most support. Research shows this focus has the greatest impact on closing the attainment gap, benefiting all students, including non-disadvantaged pupils. Our goal is to enhance the achievement of both disadvantaged and non-disadvantaged pupils alike.

Our strategy is informed by careful diagnostic assessments and tailored to the individual needs of our pupils, not assumptions about disadvantage. To ensure their effectiveness, we will:

- Challenge disadvantaged pupils appropriately*
- Intervene quickly when needs are identified*
- Adopt a whole-school approach where all staff are accountable for the outcomes of disadvantaged pupils and uphold high expectations for their success.*

Challenges

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

Challenge number	Detail of challenge
1	<i>Evaluations, observations, and conversations with students reveal that disadvantaged pupils exhibit underdeveloped oral language abilities and vocabulary deficiencies. These issues are apparent from the Reception stage through Key Stage 2 and are generally more pronounced among our disadvantaged students compared to their counterparts.</i>

2	<i>Assessment and observation indicates that children from disadvantaged backgrounds often make slower progress in phonics and early reading</i>
3	<i>Maths development – particularly fundamental number knowledge – is an area of weakness for some children. This can cause delays in progress longer-term as they continue to work on fluency in basic knowledge while trying to also acquire more complex methods and deeper reasoning skills.</i>
4	<i>Lower attendance for some disadvantaged children has been identified. This can then have the resultant impact on pupil's academic progress.</i>
5	<i>Our evaluations, observations and conversations with students and their families have revealed that numerous students are facing social and emotional challenges. These difficulties are especially pronounced among disadvantaged students, impacting their academic performance.</i>

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 oracy among disadvantaged pupils.	Evaluations and observations reveal a notable enhancement in oral language skills among disadvantaged students. This improvement is further substantiated when cross-referenced with additional evidence sources, such as participation in classroom activities, analysis of student work, and continuous formative assessments.
Improved phonics and early reading attainment among disadvantaged pupils.	100% of disadvantaged pupils achieve expected level in KS1 Phonics assessments. 100% of disadvantaged pupils achieve expected level in KS1 reading assessments.
Improved maths attainment for disadvantaged pupils	Assessment data shows that disadvantaged pupils achieve in line with their peers in maths.
To attain and maintain enhanced attendance for all students, with a particular focus on those who are disadvantaged.	Consistent high attendance will be evidenced by the following indicators: <ul style="list-style-type: none"> • The overall rate of attendance will exceed 97% while the attendance disparity between disadvantaged students and their non-disadvantaged counterparts will be non-existent. • The proportion of all students classified as persistently absent will be below 4%, with the rate among disadvantaged students being at least in line with their peers.

Children experiencing specific and high-level SEMH needs are supported with individualised intervention from a skilled practitioner; referrals to wider agencies are made where specialist support is needed.	<ul style="list-style-type: none"> • Children experiencing challenge are able to access early support within the school setting. • Entry and exit assessments show impact of short- and medium- term targeted SEMH support. • Referrals to wider agencies are timely. • Attendance and behaviour concerns for children with SEMH needs are minimised.
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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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Professional Learning enabling staff to develop expertise in teaching early reading</i>	DFE Reading Framework 2023 EEF Improving Literacy OFSTED Research Review Series: English	2
<i>Purchase of Bug Club to secure stronger phonics teaching for all pupils.</i>	Phonics Teaching and Learning Toolkit EEF	2
<i>Invest in White Rose and Power Maths resources to provide greater consistency in the teaching of maths</i>	OFSTED Research Review Series: Maths EEF Improving Mathematics in Key Stages 2 and 3	3
<i>Purchase of, and subsequent training on Literacy Gold to support with teaching of reading and writing.</i>	DFE Reading Framework 2023 EEF Improving Literacy OFSTED Research Review Series: English	2
<i>Training for staff on effective scaffolding</i>	EEF Scaffolding – more than just a worksheet	2, 3
<i>Continued improvement in the school's curriculum, where subject leads have</i>	Sequenced curriculum to support children's retention of key knowledge.	2, 3

<i>developed sequenced and progressive curriculums including planned retrieval opportunities.</i>	Retrieval supports children in knowing and remembering the curriculum Rosenshine's Principles in Action Responsive Teaching	
<i>Children's learning is shared with parents through knowledge jigsaws</i>	EEF Teaching and Learning Toolkit To support parents with a clearer understanding of what their children are learning	2, 3
<i>Continued professional development on the Oracy Framework – Voice 21</i>	Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.	1

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

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted reading interventions</i>	EEF research identifies that targeted structured intervention for children struggling with reading is a vital strategy. Reading interventions aim to address lagging reading skills, enabling children to close gaps swiftly.	2
<i>Targeted maths intervention groups:</i> - Times Tables Rockstars - Number Sense	"Quick retrieval of number facts is important for success in mathematics. It is likely that pupils who have problems retrieving addition, subtraction, multiplication, and division facts, including number bonds and multiples, will have difficulty understanding and using mathematical concepts they encounter later on in their studies." - EEF	3
<i>Additional phonics sessions targeted at pupils who require further phonics support.</i>	Phonics approaches are supported by substantial evidence demonstrating their beneficial effects on students, especially those from disadvantaged backgrounds. Phonics Teaching and Learning Toolkit EEF	2
<i>Overlearning Lessons</i>	Children receive overlearning sessions as and when required to enable children to further develop their English and maths skills. These are targeted with	2, 3

	children being chosen for the afternoon sessions after morning lessons.	
<i>Commando Joe Club Weekly</i>	Commando Joe club run by learning mentor to support targeted children with their personal development and who may be struggling with RESPECT values.	2, 3, 5
<i>Homework club weekly</i>	“The average impact of homework is positive across both primary and secondary school. In the most effective examples homework was an integral part of learning, rather than an add-on. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).” - EEF	2, 3, 4

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

Budgeted cost: £3,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional Learning Mentor resource</i>	“There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.” - EEF	4, 5
<i>RESPECT curriculum developed in order to support children’s personal development and learning skills</i>	To support the personal development of children and to address our observations around children’s resilience being impacted. Commando Joe’s has received DfE funding and support, and has evidenced outcomes for both behavioural and academic impact.	1, 2, 3, 4, 5
<i>Attendance support – Cheshire East Education Family Support Worker</i>	To help support with targeted attendance intervention and support the school with specific attendance needs.	5

Total budgeted cost: £ 11,840

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment:

Pupil premium students performed comparably to their non-pupil premium peers in all areas of the curriculum.

100% of children passed the year 1 phonics screening test.

Year 4 times table results were significantly above national comparisons and an increase on previous year's results.

KS2 data significantly above National in all areas.

Targeted interventions

The use of interventions to provide targeted support, both through ad-hoc sessions and progressive, routinely scheduled activity, has been a core element in provision in accelerating targeted children's progress. This has supported the school's provision and has provided additional targeted support to children who require it.

Targeted monitoring

In line with the above, NTS assessment data showed good progress for the majority of our disadvantaged learners. Where individual progress remains a concern, additional support through the SEN process has been applied.

Attendance

Attendance data for pupil premium is much better than national comparisons; however, it remains lower when compared to their non-pupil premium counterparts.

Persistent absenteeism is significantly below national figures.

Learning Mentor support

Learning Mentor resource was in great demand.

Many children accessing regularly scheduled (usually weekly) Learning Mentor support moved past this within 2-3 half terms, though some with complex needs access this support longer-term. Reports from teachers and parents support the efficacy of this resource. The Learning Mentor also provided parent advice and supported children with attendance issues.

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
Bug Club Phonics	Pearson
Times Table Rockstars	Maths Circle
Power Maths	Pearson
White Rose Maths	Maths Hub
Literacy Gold	Literacy Gold
Spelling Shed	EdShed
Nessy	British Dyslexia Association

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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